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ABSTRACT

The Indianapolis Cities in Schools program determined that a comprehensive career education program could best provide the vehicle for coordinating and implementing the education, programmatic, and social service components of the program at Arsenal Technical High School. Major goals were to be infusion of career education materials into existing curriculum, staff development, and development and implementation of Pottersville, a simulated town. Pottersville--a student-and staff-designed human service delivery system--coordinated classroom activities, extracurricular activities, community involvement, and real world work experience into one program. This program was intended to change inner-city youth, most often recipients of social services, into providers of social services in non-profit agencies. Pottersville had four primary developmental areas: education, guidance, volunteer adult advisors, and participation. Results indicated significant increases in student and staff abilities and knowledge in career education. (Appendixes, amounting to approximately one-half of the report, include curriculum materials, Pottersville Handbook, newsletters, checklist for bias-free class, race and sex equity resource materials list, and sample summer program training materials.) (YLB)

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FINAL REPORT

CONTRACT NO. 300-78-0210

POTTERSVILLE: An Integrated System of Developing Career Education Programs for Disadvantaged Youth.

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Indianapolis Cities In Schools
1500 East Michigan Street
Indianapolis, Indiana 46201

September 30, 1979

CE 027 270

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ABSTRACT

The Indianapolis Cities In Schools program, based on a needs assessment survey conducted in the Spring of 1978, determined that a comprehensive career education program could best provide the vehicle for coordinating and implementing the education, programmatic, and social service components of the program at Arsenal Technical High School. The major goals were to be infusion of career education materials into the existing curriculum, staff development, and development and implementation of Pottersville--a student and staff-designed human service delivery/system. Results indicated:

1. Significant increases in student abilities and knowledge in career education.
2. Significant increases in staff abilities and knowledge in career education.
3. Pottersville was designed and implemented by students and staff.
4. Great success was met in infusing career education into all CIS content area courses.

The program was instituted successfully, as planned, and it is expected to be continued as an integral part of the CIS national demonstration program in Indianapolis. It is hoped that the other five CIS national programs will be able to use the Indianapolis program in developing their own career education components.

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CHAPTER I - INTRODUCTION

Problem

> The unemployment rate among inner city youth, especially black males, is extremely high, approximately six to seven times the national average of 5.8%.
>
> Teenage pregnancies are at a record level. One out of every twelve girls in Georgia between the ages of 15 and 19 had a baby in 1976 (the national average is 1 out of 18). At Grady Hospital in Atlanta, one of the largest public hospitals in the nation, over 40% of the babies born are to teenage mothers.
>
> Youthful acts of vandalism and violence are increasing at an alarming rate. In 1975, the cost of vandalism to schools was estimated at 600 million dollars nationally.

The youth who become part of these statistics are the youth who enter and exit the existing framework of public (and private) education without internalizing the basic life roles they should be preparing for, or acquiring the skills with which to effect that internalization. The four critical life roles are:

1. becoming a responsible family member,
2. becoming a responsible citizen,
3. using leisure time wisely,
4. performing adequately in economic matters.

Too often life skills are not realized as the ultimate goal of education. Too often even the basics acknowledged by educators--reading, communication skills, and math--are not mastered at a proficiency level.

In March of 1976, the United Youth Adult conference in Atlanta conducted a week-long workshop entitled "Assessing the Needs of Youth and Young Adults." The major employment problems of youth were identified as:

1. Limited number of jobs
2. Lack of skills or formal training
3. Lack of experience, even among college graduates
4. Inadequate job preparation and job counseling
5. Negative attitudes on part of applicants
6. Inability of high school graduates to read and write (i.e., a sad commentary on social promotion)
7. Failure of applicant to sell himself or herself to potential employer
8. Lack of coordination/cooperation between business, educational institutions and community

In just one group of typical youth enrolled in a HUD youth (ages 15-19) work program, in 1977-78, the average reading ability as measured by the Slossen Oral Reading Test was 5.6, or about equal to that of a mid-year fifth grade student.

The need existing in communities served by Cities In Schools is great: for basic academic remediation, for crime and youth offences reduction, for health services, and for employment education, training and placement services. The problem is that for the most part, these needs have not been met.

Historically, most education and other service programs have operated in isolation from each other. Scouting and youth club workers usually do not work closely with probation officers; job developers usually do not work closely with mental health workers; community police workers usually do not work closely with public health nurses. Because none of these efforts are closely tied to each other and to the educational system, people in need do not obtain the quality of assistance they need and deserve.

This isolation has proven to be painful as committed workers confront problems in their wholeness with a resource that can address only a part of the problem. The situation becomes particularly acute in its impact on the educational development of those persons from lower-income families. Every day, teachers in Indianapolis' inner-city schools attempt to meet the educational needs of their students. In many cases, erratic attendance, disruptive behavior, poor reading skills, etc., interact to make the goal of providing a basic education for students unreachable.

The target community for the Pottersville project is the city of Indianapolis and Marion County (together under Uni-Gov, comprising one unit of jurisdiction) with particular concern for the population of the inner and near inner-city. The target population has their social needs addressed through a fragmented delivery system that fails to make the needed integrated impact upon the clients of the services. Many urban problems are described in the model as resulting primarily from breakdowns in poor families and neighborhoods. Traditional services, which treat symptoms--unemployment, health problems, poor educational performance, criminal justice problems and counseling needs--separately, only help to speed the disintegration of neighborhood, family, and the personality of the individual. The patchwork of uncoordinated services also results in programmatic duplication and inefficiency, since various service providers cannot know about, and build upon, each other's efforts. The result is scholastic defeat.

The Cities In Schools Project attempts to eliminate this dysfunction by breaking the client population down into small manageable units - a part of a school - and by addressing the problems represented in these units by intensive application of coordinated and mutually supportive services.

History and Development of Cities In Schools

The Cities In Schools concept is a unique program which provides those youth most in need--from low socioeconomic and educationally deficient backgrounds--with the motivation and skills necessary to allow them to develop all their potential.

In September, 1974, Tech 300 - Cities In Schools, in cooperation with the Indianapolis Public Schools, piloted a project for an innovative, realistic approach to solving the problems of educating urban youth. Project Propinquity*, as it was called, applies the concept of integrating educational and social service resources at an inner-city high school level to meet the needs of urban youth more effectively.

---

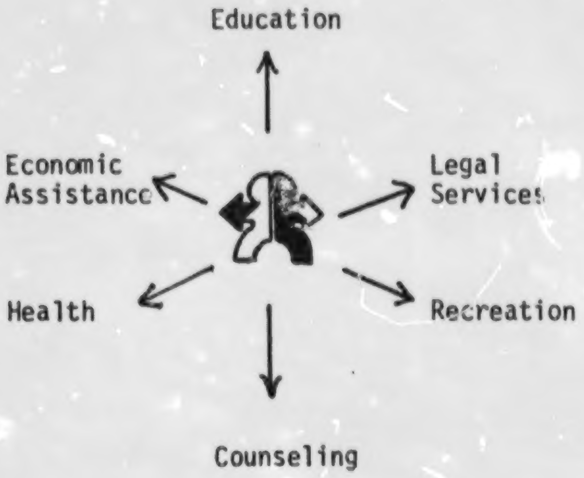
*Propinquity - a nearness of place, time and relationship... proximity, affinity or nature, similarity, to be near, to have people know and understand because they are close to you...a sense of communication, interaction and community.

At the project, social service resources are brought to the school site in the form of agency staff persons with expertise in dealing with inner-city youth. The structure of the project provides the opportunity for existing human service resources to come together with educational resources. Youth are enrolled in and required to attend a local school. Consequently, that local school serves as a logical base for the youth, the teachers and the professional staff to work together daily for improved education and delivery of social service.

Figure 1 illustrates the traditional structure. The resources available to serve youth and children are not coordinated. They lack propinquity. Also the structure requires the client to both locate the resources which are available to meet his/her needs, and to then initiate the relationship.

(Figure 1)

PRESENT FRAGMENTATION IN SERVICE DELIVERY



LACK OF COORDINATION
--the client is unable to get comprehensive needs met in one place.

LACK OF PERSONALISM
--the client is constantly meeting new people and is unable to build relationships.

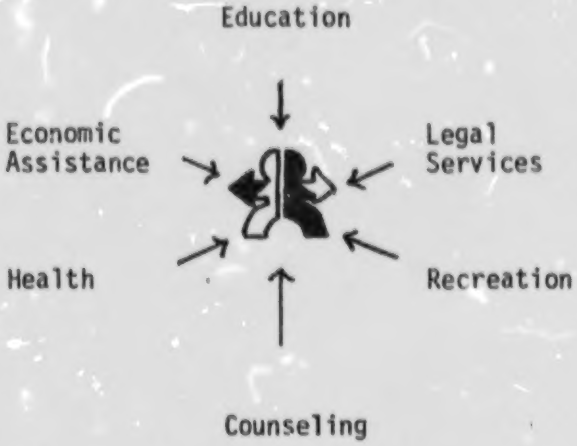
LACK OF ACCOUNTABILITY
--no one is held responsible for failure or rewarded for success.

LACK OF HIGH MORALE
--both client and staff get discouraged by lack of results.

Figure 2 describes Propinquity – taking the resources of the city into the schools. All personnel continue to be employed by and accountable to their respective employers, but when they go to work, they go to the school where their customers by law are required to be. There they team up with teachers and integrate their efforts.

(Figure 2)

PROPINQUITIZED SERVICE DELIVERY



COORDINATION
--is provided.

PERSONALISM
--is achieved and fostered.

ACCOUNTABILITY
--is created with both the workers and the students.

HIGH MORALE
--is enhanced.

The propinquitized service delivery structure offers four immediate major benefits: 1) it coordinates the impact of everyone involved; 2) it personalizes the services - with the additional personnel, more informed staff persons spend more time with the students; 3) it accounts for staff efforts more readily by assigning a small group (ten students) to each staff person for primary responsibility; 4) it raises morale by giving teachers and social service workers in the inner-city a daily opportunity to share the complex problems of their student/clients with a team of colleagues.

Principles and Goals

There are five principles basic to the feasibility of Cities In Schools. They are that:

1. To be compassionate and affordable, human services must be organized on a small scale. It is a great challenge of our mass, urban society to find practical ways to bring the vitality, flexibility and enterprise of the caring family or small community into programs dealing with situations of poverty and social decay.

2. Human services should be provided with more personal, individual attention. Those who provide services to people in need should be able to see them as unique individuals.

3. Human services should be coordinated and integrated to serve the whole person. Nobody is just a drug problem, or a poverty problem, or a health problem. The multi-faceted problems of people require multi-faceted approaches and resources for solutions.

4. In attempting to serve children and youth, the schools and many other agencies can work together because of the common commitment to meeting the needs of people.

5. If properly organized and administered, agencies choosing to participate in a cooperative program could enhance their own efforts and identities through superior outcomes in persons for whom they are responsible because of the synergistic effect of working together.

The four Cities In Schools program goals are:

1. To coordinate the delivery of services for the greatest benefit of underprivileged children and youth.

2. To organize the delivery of services comprehensively around the needs of the whole person, the family unit, and the community.

3. To allocate resources with the benefit of information and advice drawn from local people who are familiar with the needs of their children, neighborhoods and communities.

4. To institutionalize the program concept within existing organizations and agencies.

Student Selection

Selection of student participants was determined by the school administration (counselor or Principal) along with the Project Director. Students were selected on the basis of low academic records, poor attendance, and need for social services. Students and parents gave written consent to participate in the project. Staff recruited incoming freshmen students during the summer quarter, meeting with each potential participant and his/her parents on a home visit.

Linkages

The following agencies and institutions participated directly and/or indirectly with the Cities In Schools program. Many of these organizations released staff to work with Cities In Schools on a multi-disciplined team:

1. Public

   a. Ball State University - Several staff were involved in the Ball State Staff Development program, and did so with their tuitions waived by Ball State University.

   b. Indiana State Department of Public Instruction - The State Superintendent of Instruction put on loan to Cities In Schools a training consultant. Other services were also available through the State Department of Public Instruction.

   c. Metropolitan Employment and Training - City of Indianapolis made available to Cities In Schools one hundred CETA-funded employees to work directly for the seven school sites.

   d. Marion County Juvenile Court - The Juvenile Court made available to the Cities In Schools program one probation officer who handled the needs of all CIS students who were on probation. The Court also refered some youths to Indy Prep as a condition of their probation.

   e. Indianapolis Parks and Recreation - The Parks Department released to Cities In Schools as many as eight employees at a time. The Parks Department let Cities In Schools use equipment and facilities and loaned the program more than 30 acres for the construction and operation of a large-scale obstacle course.

   f. Community Action Against Poverty (C.A.A.P.) - C.A.A.P. developed a special project called Green Carpet on the Tech High School Campus with Cities In Schools.

   g. Indianapolis Public Schools - The school system made available buildings, supplies and materials, consultants, teachers, and numerous other paylines to Cities In Schools. In 1978-79 the program operated in seven different school facilities--Arlington High School, Crispus Attucks High School, Arsenal Technical High School, #101, #45, #26, and Wood High School.

   h. Volunteers in Service to America (VISTA) - Cities In Schools had six VISTA workers assigned for one year to the program.

   i. Senator Richard Lugar - Senator Lugar was instrumental in bringing Cities In Schools to Indianapolis five years ago. He continued to actively support the Cities In Schools efforts in Indianapolis and other cities.

j. Indiana State Department of Public Welfare (DPW) - Cities In Schools had the largest Title XX Contract with DPW in Indiana. The 1978-1979 Contract was our fourth Title XX Contract.

2. Private

   a. Near Eastside Multi-Service Center, Inc. (NEMSC) - NEMSC had several staff on loan to Cities In Schools, and expanded their involvement this year. Cities In Schools reciprocated by assisting in a portion of the NEMSC summer program.

   b. Girls Club of Marion County - Girls Club released five staff persons to Cities In Schools in 1977-78 and continued its involvement in the 1978-79 school year.

   c. Community Addiction Services Agency (C.A.S.A.) - C.A.S.A. released to Cities In Schools two staff people. These two people have been with the program for three years.

   d. Hoosier Capital Girl Scout Council - The Girl Scouts have had four to seven staff released to Cities In Schools for the last several years.

   e. Flanner House - Flanner House was the first social services organization in Indianapolis that was interested primarily in the Black population. Indy Prep was housed at Flanner House in 1977-78.

   f. I.B.M. - I.B.M. loaned one of their top junior executives in Indianapolis to Cities In Schools to manage Indy Prep in 1977-78. I.B.M. also contributed equipment, materials and has made available their conference rooms to the program for three years.

   g. St. Mary's Child Guidance Center - St. Mary's released an educational social service specialist to Cities In Schools in 1977-78.

   h. All Souls Unitarian Church - All Souls Church supplied volunteer-aids to the Cities In Schools reading teacher at Arlington High School.

   i. Institutional Development Corporation (I.D.C.) - I.D.C. is a non-profit organization which released several staff to Cities In Schools. In addition, I.D.C. developed and presented several ongoing inservice training programs to various groups of staff members without cost.

j. Lilly Endowment - Lilly Endowment was instrumental, with Senator Lugar, for bringing Cities In Schools to Indianapolis. It has continued to financially support the program for five years. Lilly Endowment donated a portion of the Title XX match in 1978-79.

These linkages are indicative of the public and private support of the Cities In Schools concept. Staff were not referred to as "Girl Scout programmatics," or "CASA social workers," etc., but were an integral/equal part of the team. As such, they were included with all staff in the inservice training for career education, and contributed to the program whatever skills and expertise they brought with them and that they developed during the course of the year.

The commitments made by the public and private agencies involved in Cities In Schools were the beginning of the institutionalization process envisioned as the vehicle to meet our primary goal--holistic, personal, and accountable human service delivery systems. Federal monies represented the necessary support required until the difficult process of institutionalization is complete.

ORGANIZATIONAL STRUCTURE

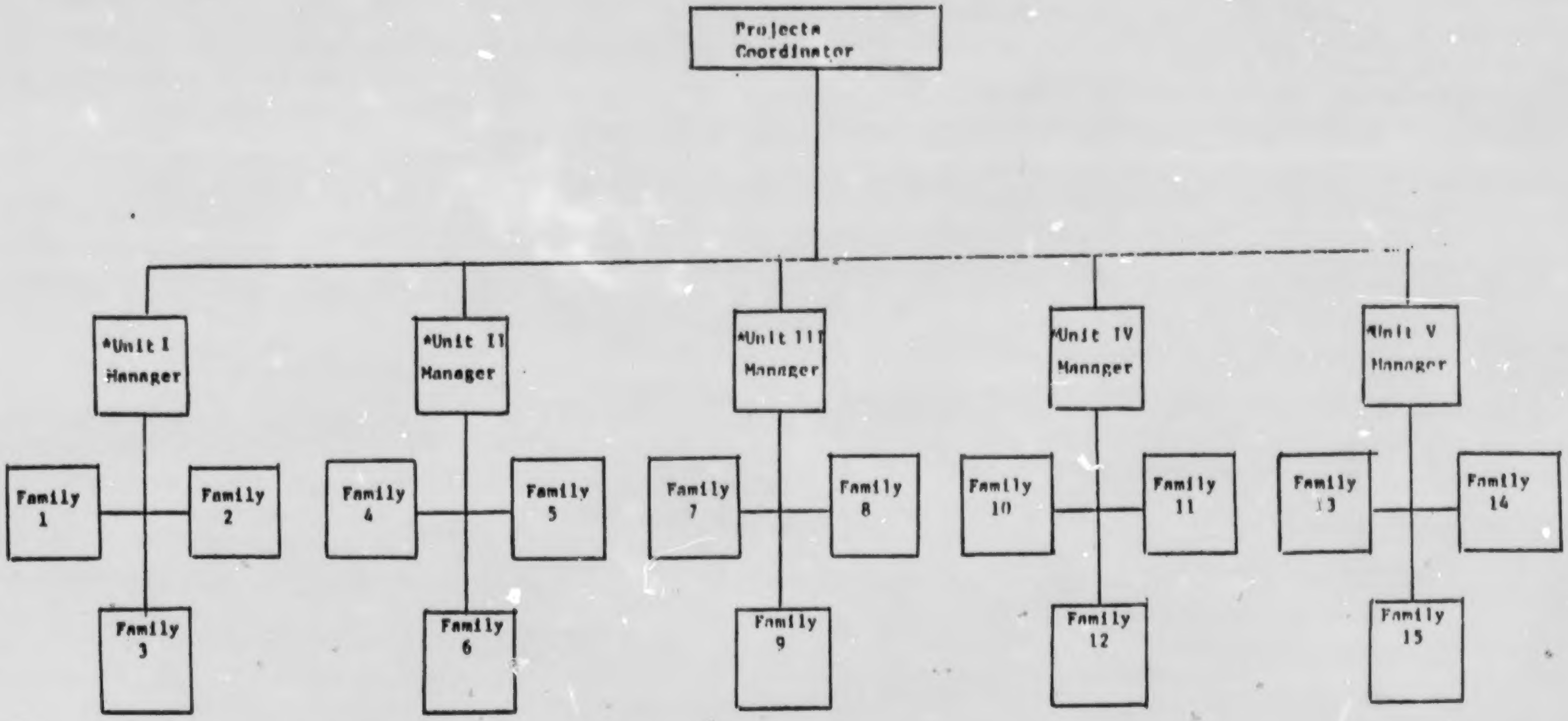
Overall Program

Chart 1, on page 10, describes the organizational structure of the overall Cities In Schools program at Arsenal Technical High School, the site of the Pottersville career education program. There are two freshman units, two sophomore units, and one junior unit. Each unit has three families. Each family consists of approximately forty students and four staff. The four family staff include a facilitator (who coordinates the family), a programmer (activities), a social service worker, and an educator. A facilitator from one of the three families in each unit serves as Unit Manager.

Each one of the four family staff members is assigned 10 of the family students as a "caseload." The staff member is ultimately responsible for all services provided to each of his/her personal caseload students. The responsibility is met by directly providing services in his/her area of expertise (i.e., educator conducting tutoring in weak subject areas; social service staff providing one-on-one counseling until student can resolve an interpersonal problem) and by coordinating service provision in areas outside field of expertise (i.e., educator enlisting assistance of facilitator and programmatic staff to help a student find part-time employment; a facilitator enlisting assistance of social service staff to secure dental services for a student.)

Chart 1

CITIES IN SCHOOLS
POTTERSVILLE
OPERATIONAL STRUCTURE


Projects Coordinator
*Unit I Manager
*Unit II Manager
*Unit III Manager
*Unit IV Manager
*Unit V Manager
Family 1
Family 2
Family 3
Family 4
Family 5
Family 6
Family 7
Family 8
Family 9
Family 10
Family 11
Family 12
Family 13
Family 14
Family 15

*Unit Managers are also
Family Facilitators of Families 1, 4, 7, 10, and 14

Unit Structure

As indicated, a unit is composed of three families, each family representing 40 students guided by four adult staff. Each unit also has an English teacher and a math teacher to teach that particular content to all of the students in the unit. These two teachers have no other students throughout the day, as their total student population has been scheduled from their particular unit. In the case of sophomore units, a health teacher is also assigned to the unit and in the junior unit, a social studies teacher is assigned.

Chart 2, on page 12, shows the typical Unit structure of Cities In Schools. Each of the 5 Units follows this model of 120 students, 14 staff, divided into 3 families with four staff each.

Project Academic Courses

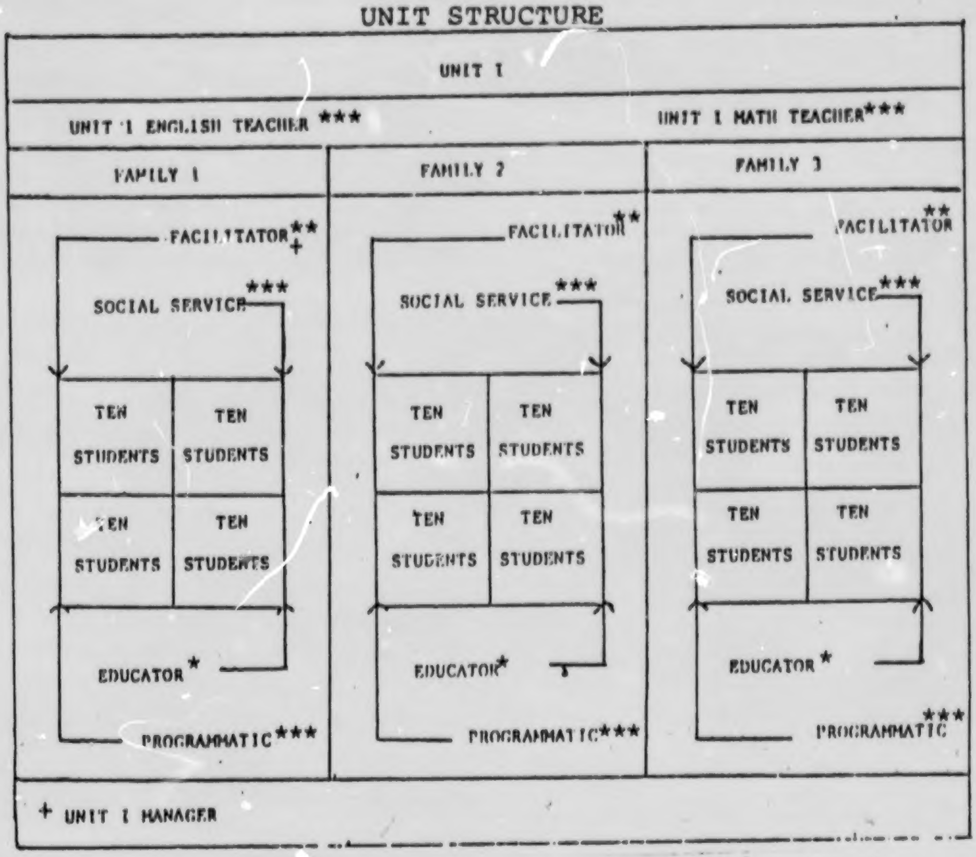
All freshmen and sophomores in Cities In Schools reading below the eighth grade level were scheduled into a reading class that met daily for one 40-minute class period. Credit was given for the successful completion of this course. The junior students reading below the fifth grade level were scheduled into the Basic Techniques of Reading class where they were taught reading while earning one required English credit needed for graduation. The skills of reading were meshed with career education materials, such as the Career Awareness Books published by Changing Times (Education Service, Washington, D.C.), and the book, "The Jobs You Get," (from the Turner-Livingston Reading Series published by Follett Publishing Company, Chicago, Illinois). Other curriculum materials may be seen in Appendix A.

All freshman students took "Orientation," a Cities In Schools course which has, for the past three years, included at least one quarter of career education activities. Because of Pottersville development, freshman orientation was career education focused for the entire year, and orientation became the class in which initial Pottersville activities took place.

In the other content subjects listed, career education was also infused. Each class offered all students in the class an opportunity to do independent study in a career area and to report back to the teacher in a manner fitting the class content (e.g., a paper for English, a series of charts and graphs or percentages resulting from research for math, etc.) Extra credit was issued by the teacher to each student who successfully completed the independent study. All independent study focused on the planning and organization of Pottersville and its delivery of human services. The motivation/rewards for independent study were an opportunity to boost grades.

Chart 2

CITIES IN SCHOOLS
POTTERSVILLE
UNIT STRUCTURE


UNIT I
UNIT I ENGLISH TEACHER ***
UNIT I MATH TEACHER***
FAMILY 1
FAMILY 2
FAMILY 3
FACILITATOR**+
FACILITATOR**
FACILITATOR**
SOCIAL SERVICE***
SOCIAL SERVICE***
SOCIAL SERVICE***
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
TEN STUDENTS
EDUCATOR*
EDUCATOR*
EDUCATOR*
PROGRAMMATIC***
PROGRAMMATIC***
PROGRAMMATIC***
+ UNIT I MANAGER

*Educators, as coordinators of educational content, were on Career Education program budget during academic school year to manage infusion process (and development of Pottersville concept).

**Facilitators, as coordinator of overall family activities, were on the Career Education program budget during the summer program to manage implementation of Pottersville.

***Programmatics and social service workers were support staff, not included in Career Education budget, but were included in inservice training activities.

Table 1 lists the courses managed by Cities In Schools staff, for Cities In Schools students; indicates the grade level at which they are conducted; and shows the percentage of participants in them. Classes where career education was infused, and where planning and organization of Pottersville took place are indicated with an asterix.

Table 1

Percent of Students in Orientation and Project Courses

Freshmen		Sophomores		Juniors	
*Reading	98	*Reading	75	*Reading	30
*Orientation	100	Math	40	*Math	10
Math	100	English	100	*English	100
English	100	*Health	100	*Social Studies, Government, or Economics	80

OBJECTIVES, ENABLING ACTIVITIES, EVALUATION, TIME FRAME

The national Cities In Schools program has four primary objectives. The second objective states that Cities In Schools seeks "to equip students to effectively function within our society; to give them the tools to be able to make choices of career and personal goals; to increase levels of motivation and self-worth; and to promote a sense of community." Pottersville was designed to achieve that objective.

Specific objectives for the Indianapolis CIS Pottersville project were formulated in three areas: student objectives, staff objectives, and program objectives.

The objectives, enabling activities, evaluation format, and time frame for implementation were as follows:

A. Student Objectives

1. Objective - Pre- and post-test data will show an increase in student ability to demonstrate understanding and awareness of self; and to relate in general to future development goals.

   Enabling Activity* - Specific exercises and classroom activities, using materials listed in Appendix A will be developed or adapted.

Evaluation - Informal interest inventories and self-appraisal inventories will be administered in the fall and in the spring. These will probably include The Self-Directed Search for Educational and Vocational Planning, (The Career Maturity Index has been thoughtfully considered but will probably not be used because of the restricted ability/comprehension level of the Cities In Schools participants) or the Georgia State Criterion-Referenced Test-Career Development - 8th grade.

Time-Frame - Interest and self-appraisal inventories will be given in September/October (pre-test) and April/May (post-test).

2. Objective - Pre- and post-test data will show an increase in student ability to demonstrate awareness of educational options and needs and relate these to future development goals.

   Enabling Activity* - Specific exercises and classroom activities, using materials listed in Appendix A will be developed or adapted.

   Evaluation - Possible instruments for use to evaluate this objective are "SCOPE," a career orientation profile; the "Employability Index" developed at Purdue by Bill Jones and Brian Blake, or the Georgia State Criterion-Referenced Test-Career Development - 8th grade level.

   Time-Frame - Instruments will be administered in September/October (pre-test) and April/May (post-test).

3. Objective - Pre- and post-test data will show an increase in student ability to demonstrate awareness of a wide range of careers and relate at least one of the fifteen[1] generally identified occupational clusters to future goals.

   Enabling Activities* - Specific exercises and classroom activities, using materials listed in Appendix A will be developed or adopted; the adult advisors will be used both as an extra-curricular and in-class resource; and Pottersville activities will provide in-depth exposure to many of the human service delivery program occupations.

---

[1] Engineering and manufacturing, agribusiness and natural resources, marketing, health, transportation, science, fine arts - humanities, communication and graphic arts, electricity and electronics, business and office, public and social services, construction and building trades, environmental, hospitality and recreation, and consumer and homemaking.

Evaluation - Possible instruments to use in evaluation of this objective include "Career Orientation Battery" (COB), and the Georgia Criterion-Referenced Test-Career Development portion, 8th grade test.

Time-Frame - The instrument selected will be administered in September/October (pre-test) and April/May (post-test).

4. Objective - Pre- and post-test data will show an increase in student ability to demonstrate an awareness of the economic system and relate this to their own future and developmental goals.

   Enabling Activities* - Specific exercises and classroom activities, using materials as listed in the appendix, will be developed or adapted; Project Business, a component of Junior Achievement, will also be incorporated (infused) in two freshman families in the fall quarter. It will meet one day each week during orientation period.

   Evaluation - The instrument most likely to be used will be the Georgia State Criterion-Referenced Test-Career Development, 8th grade level. Staff and consultants for Project Business will formulate and evaluate specific goals for that one semester program.

   Time Frame - The test will be administered in September/October (pre-test) and April/May (post-test).

5. Objective - Pre- and post-test data will show an increase in student ability to demonstrate proficiency in decision-making at several levels...educational, emotional, economical, and employment.

   Enabling Activities* - Specific exercises and classroom activities, using materials listed in Appendix A will be developed or adapted. Project Business will explore the whole range of decision-making skills.

   Evaluation and Time Frame - In all project groups, an instrument such as the Georgia State Criterion-Referenced Test will be given in September/October (pre-test) and April/May (post-test). Staff and consultants in Project Business will develop objectives and evaluate outcomes in these two freshman classes.

6. Objective - Pre- and post-test data will show an increase in student ability to demonstrate an appreciation of and positive attitudes about themselves, education, and employment.

Enabling Activities* - Specific exercises and classroom activities, using materials as listed in Appendix A will be developed or adapted.

Evaluation - An instrument such as Super's Work Values Inventory, or a teacher-made test, will be administered in September/October (pre-test) and in April/May (post-test).

*These enabling activities will occur during project orientation classes during the school year.

B. Staff Objectives

1. Objective - As a result of attendance at conferences and workshops, information, techniques, and resources acquired by the coordinators will be communicated to the rest of the staff and the effects will be visible in the implementation of the career education program.

   Enabling Activities - The career education program coordinators will attend two national career education directors' conferences to be held in Washington, D.C. - one in October, 1978 and one in the spring of 1979. There are four state-wide career education conferences planned in Indiana in 1978-79, and the career education coordinators will each attend at least one of these. The coordinators will also make one trip to the Atlanta Cities In Schools career/vocational education program for an on-site visit and information sharing.

   The program coordinators will work with the training coordinator in insuring that positive feedback from all these experiences is shared with the staff, and that key elements are incorporated into the implementation of the Cities In Schools program.

   Evaluation - Records of conferences and workshops attended, and inservice training programs developed and given to staff, will be kept. Evaluation of inservice meetings will be done through use of a questionnaire. The program coordinators will both complete a self-reporting questionnaire also, which will look at effectiveness of programs they attend as well as programs they give themselves.

   Time-Frame - National directors' conferences will be held in October and next spring. The four in-state conferences will occur one per quarter. The intercity visitation will most likely occur in November or January.

2. Objective - As a result of inservice training, teachers and staff will have a better knowledge of career education, and will have a more positive attitude about career education.

Enabling Activities - All career education educators and facilitators will attend at least one two-day workshop at a site such as Purdue University. All Cities In Schools staff will attend at least one workshop per month (½ day, 1 hour after school, etc... very flexible). Several alternative dates will be offered, if possible, for each session so that scheduling conflicts may be resolved and so that groups will be small. Career Education Consultants will be available at least 3 days per month on an as-needed/requested basis. Schedules will be set up ahead of time so that neither consultant nor staff time will be wasted.

Evaluation - A self-reporting questionnaire will be administered and records of consultant services kept.

Time Frame - The two-day workshop will be held in November during teacher planning days. Monthly in-service will begin during pre-planning days the last week of August, and continue on a regular basis, each month. The staff will determine the scheduling most appropriate for optimal effects.

3. Objective - As a result of staff activities, parents, students, adult advisors, and the school community will be informed about the Cities In Schools Career Education Program and have a generally positive attitude about its goals.

Enabling Activities - All staff will provide parents, students, adult advisors, and the community with general program information and positive feedback (a) by scheduling regular home visits, (b) by scheduling an open house on Career Education and Pottersville once each semester, (c) by developing parent/community tours of the program, and (d) by distributing to all project staff and parents of participants a bi-weekly newsletter.

Evaluation - Records will be kept of all staff contacts with parents, home visits, community tours, etc. Copies of the newsletter will be on file.

Time Frame - Home visits to participants' homes will be made by the caseworker at least once each quarter. Open house will be held once a semester. Tour format will be finalized prior to September 1, and will be scheduled whenever four or more persons request a tour. The newsletter will cover Cities In Schools, career education - Pottersville, and will be printed every two weeks.

4. Objective - All project staff will be able to implement (according to their "family" position):

   a. integration of academic knowledge and skills with career education training.

   b. utilization of community resources and educational opportunities.

   c. utilization of educational and training opportunities existing within Indianapolis Public Schools.

   d. designing of a program based on "real world" activities.

   e. an individualized program (enabling students to develop into self-actualized, productive citizens).

   Enabling Activities - Inservice, workshops and training as described in Objective 2.

   Evaluation - See Objective-Enabling Activities (plus administrative observation).

   Time Frame - All staff will be implementing this objective to their capacity by June, 1979. Activities will begin in August 1978 staff pre-planning, and continue throughout the year. (This is, admittedly, a subjective-objective/evaluation. For that reason it is separated from Staff Objective 2. However, these are "quality" aspects of the program about which Cities In Schools is very concerned.)

C. Program Objectives

1. Objective - Volunteer adult advisors will provide guidance and one-to-one assistance to program students in the planning, development, and implementation stages of Pottersville.

   Enabling Activities - Approximately 144 volunteer adult advisors (professionals in Indianapolis in the human service delivery system) will be recruited as a resource pool for project students. There will be at least fifteen from each of the nine service delivery areas. Students will be able to call on them throughout the year.

Evaluation - Records of volunteer advisors will be maintained. Students will maintain individual records on the use they have made of their advisors.

Time Frame - By September 1, 1978, there should be an initial pool of 144 volunteer advisors ready to serve as a student resource. It is anticipated that as the Pottersville concept develops and new needs are identified, that existing advisors will help recruit new volunteers with expertise or background in the needed areas. Volunteers will agree to serve for a specified length of time--minimum 9 months--and from 9/1/78 to 8/31/79 there will be a minimum of 144.

2. Objective - Sex and racial bias in curriculum materials and in implementation of Pottersville will be non-existent.

Enabling Activities - Cities In Schools will design a thorough plan to insure that sex bias and discrimination is studied, understood, and eliminated if/where it might exist in the curriculum or program activities. The Steering Committee will assist in developing this plan. In addition, all students will have equal exposure to career choices, and an effort will be made to obtain involvement, via classroom discussion and job visitation, of women in non-stereotyped jobs.

Evaluation - Records will be made of all Steering Committee meetings and their results. Copies of the plan for elimination of bias will be available. An up-to-date list of women speakers and advisors in non-stereotyped occupations will be kept, along with records of their involvement in the project (i.e., if there are 20-30 names on the list, and only two have been utilized in the project - why?).

Time Frame - The plan to be designed with the assistance of the Steering Committee will be complete by December 31, 1978. Full implementation will be expected by May 30, 1979--and actually should be documented prior to that date. The Steering Committee itself will be named and functioning by September 30, 1978. The initial listing of non-stereotyped women workers will be available to project staff by September 1, 1978.

3. Objective - Dissemination of information will be planned and implemented so as to provide news of program activities and accomplishments to project students, parents, and to the community; and descriptive and evaluative reports will be submitted to the Office of Career Education on a quarterly basis.

Enabling Activities - A bi-weekly newsletter will be sent to all parents of project students, to staff and students, and to other involved persons (community persons, adult advisors, etc.). Three copies of each quarterly report (including a final report and evaluation) will be submitted to the Office of Career Education. There are several state publications on career education and at least one article will be submitted to each of these. A paper will be prepared at the conclusion of the project funding and submitted to various educational journals. Three copies of the plan for development and implementation of Pottersville (after having actually developed and implemented) will be submitted to the Office of Career Education. One copy of materials developed or substantially adapted (a) for use in staff development, (b) for use in the classroom, (c) for evaluation, will be submitted to the Office of Career Education.

Evaluation - Records will be kept of newsletters sent (and to whom), of articles submitted and published in local and/or national media, and of materials submitted to the Office of Career Education.

Time Frame - The first newsletters will be mailed by the end of September and thereafter will be distributed every two weeks. Quarterly reports will be submitted in December 1978, March 1979, June 1979. Copies of materials developed or adapted, etc., will be submitted with the final report in August 1979.

DELIVERABLES

A. A descriptive manual will be developed on how Pottersville is designed and implemented. It will be planned as a model that other organizations/school systems can follow in replication. It will be submitted in triplicate to the Office of Career Education by August 31 of 1979. Cities In Schools will provide copies on a "printing cost only" basis to any schools or organizations requesting.

B. Curriculum materials developed or substantially altered in the adaptation process will be submitted, with the final report, to the Office of Career Education by August 31 of 1979. The development or adaptation process will be described and reported also.

C. Evaluation materials developed or substantially altered in the adaptation process will be submitted to the Office of Career Education by August 31, 1979. The development or adaptation process will be described and reported also.

D. Staff development materials developed or substantially altered in adaptation will be submitted to the Office of Career Education by August 31, 1979. The development or adaptation process will be described and reported also.

E. Quarterly reports containing the following information will be submitted to the Office of Career Education in December, March and June, 1979.

1. major activities and accomplishments
2. problems or holdups, and action taken
3. any significant findings or events
4. any dissemination activities (newsletters, brochures, articles, reports, etc.)
5. data acquisition activities; preliminary findings, if any
6. utilization of staff--any modifications in use of staff, staffing changes, etc.
7. major activities planned for the next reporting quarter
8. any changes or adaptations in the basic program management plan, time frame, or organizational "exceptions."

F. A final report will be submitted by August 31, 1979. It will include a composite review and analysis of the quarterly reports, as well as information gathered since the June quarterly report; a comprehensive evaluation of all program objectives; and descriptions of how linkages (both those existing prior to the Career Education program and those developed afterwards) with agencies and organizations were utilized to enhance program operations--i.e., Junior Achievement, adult advisors, Indianapolis Public School career education components.

CHAPTER II - METHODS AND PROCEDURES

Methods and procedures are described in three parts:

1. Start-up activities
2. School-year activities
3. Summer activities

Start-up activities cover the period from June through August, 1978, and occurred prior to the contract period. School year activities cover the three quarters from late August, 1978, through early June, 1979. Summer activities cover the summer quarter work-study program 1979.

START-UP ACTIVITIES

The Indianapolis Cities In Schools project had been dealing with career/vocational education in an uncoordinated fashion during its entire operating history. During the school year 1977-78 the need for a coordinated plan (which would integrate the needs of CIS participants, the philosophy of CIS, and the major elements of career education) was acknowledged. Pottersville was the outgrowth of months of planning and developmental work. The framework was completed by June, 1978. Although the contract with the Office of Education did not begin until September, a number of preliminary steps were taken during the summer.

VEP

The Indianapolis Chamber of Commerce held a grant to conduct a summer Vocational Exploration Program (VEP). VEP provided over 100 youth from greater Indianapolis with the opportunity to be exposed to the world of work, and to learn the basic principles of business operations, labor-management relations, collective bargaining, and the free enterprise system. Youth were exposed to jobs in manufacturing, personnel, accounting, marketing, shipping and receiving, product development, finances, public affairs, and social services.

Staff for the Indianapolis VEP program included three CIS employees. The three were released to VEP and received training in developing and using exercises for youth which define values clarification, work ethics, personal finances, communication skills, and non-stereotyped job perceptions. The staff training was coordinated by Youth Opportunities

Unlimited, and was conducted in conjunction with the VEP program.

After the six weeks' program, the three CIS staff helped facilitate development of CIS orientation class materials, and assisted with the staff development training in Career Education which was held in August.

Junior Achievement

Development of programmatic linkages with the Indianapolis Junior Achievement organization began in June/July. CIS and Junior Achievement (JA) agreed to work together to implement Project Business, a component of JA, in at least two CIS freshman families.

Project Business brings the resources of the business community into the classroom, by training local business executives to deliver a curriculum geared to 8-9th grade students as part of one of their regular classes (usually social studies, English, or math).

JA recruited four businessmen/consultants, CIS identified four family staff, and together they went through the JA Project Business training program in late August, just prior to the start of school.

It was decided that the business representatives (consultants) would meet with the classes once a week for one period, for one semester. Since orientation is a CIS class that all CIS freshmen must take, this became the point of infusion.

In addition, the program coordinator for CIS' Career Education program previewed the Project Business Curriculum Guide for Consultants and the Student Workbook prior to JA's training session. CIS staff and the Project Business consultants began planning classroom activities and reinforcement exercises. They identified JA materials in the Student Workbook that would possibly need revision due to the poor reading, listening, communication skills of the CIS students.

Curriculum Development

The program coordinators began the process of identifying career education materials in early June. The process involved selecting materials that were appropriate to the ability levels of CIS students at Arsenal Tech High School, and that were race and sex bias-free, and that would be of high interest. The major areas to be covered by materials included:

self awareness
educational awareness
career awareness
economic awareness
decision-making
beginning competency
employability skills
appreciation and attitudes

These eight areas are distinct steps (although several may be taking place at one time) in the lifelong process leading to self-actualization and productive community membership. Since the students in Cities In Schools may be in the initial stages of any one of the eight steps, curriculum materials were required in all eight. (See Appendix A)

Evaluation Development

The process of selecting, adapting, and/or developing materials and instruments for use in evaluating all objectives was begun in July. Special permission was granted from the Georgia State Department of Education to use the Career Development section of their criterion-referenced test (8th grade level). Arrangements were made with Educational Testing Service (ETS) in Princeton, New Jersey, developers of the test, to utilize their scoring package. The ETS scoring package provides a tremendous amount of feedback to program staff and students that may be used in diagnosing/prescribing for individual and small group development. A consultant from the Georgia State Department of Education, who worked with ETS in developing the test, was contacted and agreed to provide consultant services in the fall to CIS staff on interpretation and use of test results.

The staff self-assessment questionnaire was developed by the evaluator to cover staff objectives.

A master testing and evaluation schedule was prepared to be included in the overall CIS calendar of events and activities for the year.

Several attitude scales were studied and/or previewed but a decision was not made.

Recruitment of Volunteer Adult Advisors

A general process for recruiting advisors was developed in the summer, and was under the direction of the Volunteer Coordinator. By the start-up of program activities, approximately 60 potential Pottersville volunteers had been identified.

SCHOOL-YEAR ACTIVITIES

September 10 through December 21, 1978

Activities covered several fronts: staff training, classroom infusion activities, development of Pottersville, training, evaluation, and dissemination.

1. Evaluation

The Self-Directed Search for Educational and Vocational Planning[1] was taken by all CIS students in October. Results were used by students and staff to plan activities both in and out of the classroom which were appropriate to student interests and areas of developmental need. The Self-Directed Search was especially useful in freshman orientation classes in determining priorities for adult advisor recruitment and for outside career speakers.

The Gates-MacGinitie Reading Tests, Survey E, Form 1,[2] was given to all CIS students in September. Results were used by the staff for many purposes. Among them was the choosing of appropriate levels of Career Education materials for classroom infusion. Because CIS individualizes student academic activities,as well as other activities, to promote development of each youth's potential, the use of a diagnostic such as Gates-MacGinitie is necessary.

The Georgia Criterion-Referenced Tests,[3] Career Development, Form 2, Grade 8, was given to all CIS students in October. The results were scored by Educational Testing Service (ETS) and returned in November. In early December, a consultant from the Georgia Department of Education provided two in-service programs on interpretation and use of test results in counseling students, diagnosing individual and "family" strengths and weaknesses, and prescribing developmental and enrichment activities. The scoring was designed to give individual, family, and total group feedback. In this way, CIS staff could deal with just one student or with their whole family group. Administrative staff, and especially the program coordinators, were able to utilize the whole-group data in planning staff in-service and determining materials needs.

The search continued through this quarter for an appropriate attitude scale. The program coordinators, evaluator, and consultants from Ball State University and the Indiana State Board of Education screened many instruments. The Career Maturity Inventory[4] was selected.

Project Business administered its first semester pretest to the students in the two freshman families having the program. The instrument was designed by Junior Achievement staff locally and is an informed inventory which assesses student knowledge of basic economics.

The CIS Staff Self Reporting Questionnaire was completed by all staff in early October. As expected, staff reported a lack of confidence in dealing with Career Education in the CIS context.

2. Introduction to Pottersville

Pottersville was developed as the vehicle for pulling together the varied aspects of Career Education into a functioning CIS program. The concept coordinated classroom activities, extracurricular activities, community involvement, and real-world work experiences into one program: a program carrying inner-city youth, most often recipients of social services, from baby-steps, such as self-awareness exercises, to adult-steps as providers of social services in non-profit agencies throughout Indianapolis.

Pottersville had four primary developmental areas: a) Education, b) Guidance, c) Volunteer Adult Advisors, and d) Participation.

a. Education - Cities In Schools program has an orientation class which is built into the program:

- Each "family" of forty students must attend the same orientation class for 40 minutes each day.

- Supportive staff from the program (social workers, programmatic staff and youth workers) are already assigned to this class. Under the guidance of the educator in the class, each support staff works with a group of ten students in the classroom. This enables more individualization and one-on-one help that the educator could not provide if working in the room alone.

- Career Education emphasis is the focus of the existing orientation classes. The Turner Career guidance Series published by Follett Publishing Company was used. In progressive order, one workbook was spotlighted each six-week period. In addition, values clarification, work ethics, personal finances and communication were interfaced. The three CIS staff working with the Vocational Exploration Program provided some of this input and developed many of the materials as a product of working with VEP during the summer.

- School-year planning and in-class activities are more structured at the freshman level; and at the sophomore and junior level, as well as the freshman level, entailed independent study for extra class credit. The Career Education opportunities were designed such that both knowledge and course credit were attained at all three levels.

During the first quarter, teachers and support staff attended workshops and inservice, developed infusion strategy for curriculum materials, and administered the various diagnostic instruments.

b. Guidance - Each student receives intensive, one-on-one help from staff (educators, facilitators and other support staff) and from adult advisors.

Support Staff

Because of support staffing, the family (per staff member) caseload of students is 1 staff to 10 students. In the summer, with the reduced number of students, it drops to 1 to 5. Support staff guidance:

- provided the opportunity to do many special programs in career education which would not otherwise have been possible without additional staff (e.g., Project Business, independent study, orientation class, career exploration trips, etc.).
- brought the expertise of divergent backgrounds (e.g., girl scouts, Ball State U., juvenile court, parks and recreation) into the classes, thereby allowing a many-faceted view of the subject in their classrooms.
- provided the chance to integrate a greater variety of activities, because of the diversified backgrounds.
- was not charged to the career education program.

During the first quarter, standard CIS procedures were followed: With one exception--career education became the underlying structure. Since the ultimate goal of the secondary education process is to provide youth with the skills and abilities to be productive adults, such structure is logical. In the basic CIS structure of one staff to ten students, each staff became accountable for his/her caseload's involvement in Pottersville.

c. Volunteer Adult Advisors - The human service delivery careers were grouped in 9 clusters: education, social service, recreation and culture, employment, environment, legal, medical, administration, and state. It was planned to recruit at least sixteen advisors for each of the nine service delivery areas. The advisors were to be available to speak to students about their jobs, to take students on tours of their occupational areas, and to help students in development of Pottersville by (1) providing creative input, and (2) identifying job resources.

During the first quarter, recruitment of volunteer adult advisors proceeded rather slowly for two reasons: the coordinator of volunteers was reassigned to another CIS program and no one replaced him, and staff were immersed in tasks related to infusion, development of Pottersville, and diagnosing student needs. Approximately 60 adult advisors were utilized during this period. They were active in giving classroom presentations and arranging tours.

d. Participation - Students would be involved in creating a human service delivery system.

The delivery of human services was selected as the area of concentration because (a) the overall system involves millions of jobs in America, (b) government and service jobs are the fastest growing sector in the American economy, (c) human service delivery systems have great impact on urban youth because so many areas of their lives are dominated by institutional systems.

Students, after an adequate amount of classroom orientation, including career awareness, exploration, and decision-making, would begin to make choices as to which human service delivery cluster they most wanted to work in.

The nine service areas identified were collapsed into four primary divisions--education, social services, employment/recreation, and legal. Logistically, four divisions allowed each CIS family-structured orientation class to have one of its four staff represent each of the four primary areas. Each staff was responsible for students choosing the particular career cluster he represented.

The totality of career education activities by five units of 3 families each, 600 students and 60 staff, simulated the development of a model city--Pottersville.

Participation, for students, during the first quarter primarily involved orientation class infusion activities, learning how to utilize adult advisors, and for some, involvement in Project Business activities.

3. Classroom Infusion Activities

Infusion began the day school opened in September. Staff had already had 2 full days of in-service, and many materials had been ordered during the summer and were already on hand. The Pottersville: A Career Education Program handbook, which is in Appendix B, gives excellent examples of typical infusion activities. The Turner Career Guidance Series[5] was used in all orientation classes.

Project Business is an effort by Junior Achievement to bring the resources of business to the classroom, developing student awareness of the basic business community. The six Cities In Schools freshman orientation classes each consisted of forty students and four staff. Two of the six classes were divided into two groups of 20 each for Project Business. Four business executives (program "consultants") worked with 20 students and 2 staff each in each class, one class period per week, for one semester.

There were seven topic areas covered by Project Business:

a. The Nature of Economics

b. The American Economy and Its Problems

c. Money and Banking

d. The U. S. Market System

e. Financial Statements

f. Choosing a Career

g. Consumerism

At least one topic--Choosing a Career--was not taught in Project Business as it was covered quite extensively in regular Career Education activities.

The Project Business Manuals[6] (Student Manual and Consultant Manual) were used not only in freshman orientation, but also in some upper level classes. Staff borrowed the materials to infuse in their classes (English, social studies, math).

Staff began developing ideas shared in workshops and utilizing the services of the educational consultant to infuse "survival skills" materials and concepts into classes and extra-curricular activities. Survival skills refer to those abilities and skills and knowledge which are required in establishing and maintaining a productive adult lifestyle. They included activities designed for students to learn how to fill out application forms, how to dress for and behave in an interview, how to read and utilize newspaper want ads in searching for work, how to prepare for a driver's license exam, how to understand and prepare tax forms, how to use newspaper ads, media advertising and the yellow pages to comparison shop (and why comparison shopping can be important), how to budget income, how to use a checking/savings account, and how and when to apply for a loan and/or use credit.

Many activities were oriented around adult advisors as classroom guests speaking to their own jobs and related occupations. First quarter classroom speakers represented careers in education, juvenile court, mental health, social service and physical rehabilitation, community clinic,(March of Dimes), dentistry (dental hygiene), communications (Indiana Bell), and personnel.

The speakers described their jobs, other occupations in their field, requirements for the jobs, responsibilities, duties, and income levels. Classroom discussions included relationship of occupations to developmental activities that the students are involved in during high school. Students prepared for the speakers by formulating general questions, and followed-up the classroom experience with independent study assignments on careers in which they were most interested.

4. Staff Training

Staff development and training in career education and in development and implementation of the Pottersville concept was of the utmost importance. It included regional and national meetings attended by the program coordinators, local activities for Tech High School staff such as availability of a regular career education consultant from Ball State University, monthly career education inservice activities, and daily/weekly staff planning sessions, and one two-day retreat early in the year for all Career Education staff.

Significant training sessions included:

- The two program coordinators attended a Career Education Director's Conference in Washington October 23 - 26. They shared their experiences in several workshop sessions in October-November with the Tech CIS management team and with all CIS staff in their weekly meetings.

- August 30 - 31 - Staff Pre-Service Training

  Mr. Wayne Palmer:
  "Rationale for Career Education in Cities In Schools"

  Mrs. Jeanette Wilson and Mr. Perry Carter:
  "Preparing for Employable Graduates"

  Dr. Judith Samuelson:
  "Concepts for Career Education"

  Dr. Gerald Dudley, associates:
  "The Indiana Career Resource Center - What It Has and How You Can Use It"

  Ms. Joyce McWilliams:
  "Evaluation in Career Education"

- September 28 - Dr. Jay Thompson and Ms. Carole Tharpe-Perrin:

  Target-writing and goal-setting essential to orderly infusion of career education (all staff)

- September 29 - Ms. Joyce McWilliams:

  Introduction to the Georgia Criterion - Referenced Test (all staff)

- October 17 - Dr. Judith Samuelson:

  A wholistic look at values, personality, and communication concepts with respect to Career Education and Career Education infusion activities (all staff)

- October 26-27 - Dr. Jay Thompson and Dr. Joe Hollis:

  Two days of workshop activities via role-playing, infusion exercises, etc., at McCormick's Creek State Park (Career Ed. staff only)

  Thursday, Oct. 26- "What is Career Education all about?" answered questions, planned strategy for future implementation, discussed evaluation requirements.

  - "Mulberry" simulation game- group dynamics in setting up a model city restoration and development project. Led by Dr. Jay Thompson.

Friday, October 27 - "Career Education Infusion" Techniques and simulated situational exercises. Practical application. Led by Dr. Joseph Hollis.

- November 3 - Dr. Judith Samuelson:

  Work values and communications skills. (all staff)

- November 14 - Dr. Judith Samuelson:

  Work values and infusion. (all staff)

- December 13-14 - Mrs. Betty Creech:

  Interpretation and use of results of the Georgia Criterion-Referenced Tests, Career Development in diagnosing/prescribing/individualizing/career education infusion activities. (all staff)

The coordinators, evaluator, and Tech High School CIS Director met weekly with the Tech CIS Management Team regarding staff involvement in evaluation, development of Pottersville, recruitment of adult advisors, and progress of infusion activities.

5. Steering Committee

The Steering Committee was formed in September and began meeting monthly in October. The membership was half male, half female, half black, half white. CIS has always had a balanced structure administratively as well as operationally. The Steering Committee members were:

Director of Education
American Legion National Headquarters

Executive Director
Youth Works

Coordinator for the Reduction of Sex Bias
State Board of Vocational and Technical Education

Career Education Consultant
Indiana State Department of Public Instruction

Administrator of Communications and Activities
RCA

Career Education Director
Indianapolis Cities In Schools

Reading Specialist
Indianapolis Cities In Schools

Director of Curriculum and Training
Indianapolis Cities In Schools

Extension Agent
Youth Opportunities Unlimited

Director, Youth Employment Training Program
Career Education Center
Indianapolis Public Schools

Director, Management Development and
Corporate Recruiting
L. S. Ayres Department Store

Employer Relations Specialist
Career Education Center
Indianapolis Public Schools

The October 23 meeting was mainly orientation - What is Cities In Schools? What is Pottersville? What will be the main tasks of the Steering Committee?

The November 27 meeting began studying race and sex bias reduction requirements. It was felt that there are a number of materials available, but that what the CIS staff could benefit most from would be an aid that would help sensitize them, and through them their students, to such bias as it appears in the classroom. It was decided to design or adapt a checklist which CIS staff could use.

A second need which the Steering Committee was asked to become involved with was recruitment of adult advisors.

The December 18 meeting covered comments and suggestions on development of the race/sex bias checklist, and recommendations for sources of adult advisors.

6. Dissemination

- A Brochure - "Cities In Schools, a No Excuse Program" was developed and widely distributed in September throughout Indianapolis, the prototype programs in Atlanta and New York, and to all the private and public supporters and funding sources of Cities In Schools (Federal Agencies, city governments, corporations, foundations, and individual donors).

- Monthly newsletters were distributed to all students' parents, to community agencies, corporations and other supporting foundations and individuals. Each newsletter has one or frequently more articles on the Tech High School CIS Career Education program. Newsletters were printed monthly rather than bi-weekly in order to produce a professional four to six page paper instead of a two to three page letter-type publication. A monthly newsletter also reduced high mailing costs.

- A program description was prepared by the Project Coordinators and distributed at the National Director's Conference in Washington in October.

- A program-wide open house was held on Friday, November 3, 1978. Every unit had a homeroom display on career education activities/infusion. Invitations to all students' parents were both mailed and phoned.

January 1 through March 31, 1979

Methods and Procedures during the second quarter continued to stress activities in evaluation, development of Pottersville, classroom and extracurricular infusion, staff development, the steering committee, and dissemination of program information.

1. Evaluation

Instruments given during this period included the first semester post-test, and second semester pre-test of the Project Business survey and the pre-test of the Career Maturity Inventory attitude scale. All families used the CIS orientation class period (freshman level) or its CIS equivalent (sophomore - health, and junior - math or social studies) to return pre-test results of the Georgia Criterion Referenced Tests - Career Development, the Self-Directed Search, and the Career Maturity Inventory - Attitude Scale. Each staff individually counselled each student on his/her caseload, and some families organized very productive group activities based on feedback from discussions about the results.

Project Business consultants utilized feedback from the first semester surveys to revise their test form. The survey results also were used by the consultants for a classroom discussion topic, and as a guide in planning future class emphasis.

All supportive staff were involved in developing ideas for informal observational evaluation. It was decided that observations on the following components would be included in the third quarterly reports:

1. student attitude changes

2. student involvement in extracurricular activities

3. differences between students involved in Project Business and those not involved.

The staff were strongly opposed to having structured forms to fill out. Based upon the amount of paperwork already required, this was agreed upon. It severely limited the reliability factor of observations, but produced more candid and supportive staff input.

2. Development of Pottersville

Major activities during the second project quarter focused on initial implementation and development of Pottersville. In January, the Cities in Schools staff met and compiled a comprehensive list of possible student jobs in the nine areas of service delivery--education, environment, recreation/culture, legal, social service, employment, medical, and administrative/governmental. In orientation class, students were given copies of the lists, and after discussion about the purpose, chose the categories in which they were most interested. (See Appendix D for choices.)

Each of the four staff in orientation class acted as group leader of one of the four major categories into which the nine areas were collapsed--education, social service, recreation/culture, and legal. Students grouped with the leader of the category under which their first or second choice fell, and became part of that team. The groupings then became the central point for assignment of extra-credit work, planning for career exploration tours, preparation for outside career speakers, and development of job sites for the summer quarter.

Several of the family orientation groups also designed and implemented small Junior Achievement-type companies. (In fact, at least two families had organized profit-sharing companies during the first quarter--one manufactured and marketed school pennants and the other incorporated, sold stock, bought materials and assembled miniature Christmas trees, took orders, sold the trees, and paid dividends to stockholders from the profits.) Other student enterprizes, begun during the second quarter, included:

- plants, Inc. - sale and care of plants for home and business
- a profit-sharing car wash
- a student newspaper (non-profit)
- a parking-lot clean-up company

Where profits were realized, funds were distributed to stockholders, student workers, and used for student programmatic events such as dances, cultural trips, etc.

Fifty-eight adult advisors were formally recruited during this quarter. Staff members identified potential volunteers, telling them about Cities in School and what their role would be in Pottersville. A compiled list of advisors, their professional fields, and how to contact them was provided to each orientation class family. The number of persons on the volunteer list somewhat underreported the actual number of volunteers because many more adults were involved who were simply reluctant to fully commit themselves to being called "Volunteer Advisors". They essentially functioned as adult advisors but could not be counted as such. Table 2 shows the variety of backgrounds from which the advisors were drawn.

Table 2

Adult Advisors Background Areas

Food Manager - Restaurant
Sales Representative
Hospital Researcher
Hospital Counselor
Athletic Director
Mail Carrier
Grocery Store Manager
News Commentator
Food Manager/Director
Lie Detection Expert
Distribution Manager
Promotions Draftsman
Nursing Home Administrator
Construction Co. Owner
Tool Company Owner
Community Center Director
Bank Manager
Public School Curriculum Coordinator
State Senator
Probation Officer
Realtor
Park Ranger
Youth Director
Attorney
Nurse
Salesman
Bookkeeper
Social Worker
Barber
Teacher
Principal
Accountant
Caterer
Employment Counselor
Environmentalist
Paralegal Aide
State Government
Mental Health Worker
Drug Counselor
Artist

In addition to the advisors, a number of other adults volunteered, perhaps on a one-time basis, to give information to the youth in Pottersville. A partial list of the backgrounds of these resource persons are shown in in Table 3.

Table 3

Adult Resource Background Areas

Field or Position Area	Phone Call	Classroom Visit	Site Visit
Construction		X	
Mental Health		X	
Juvenile Court		X	
Drug Abuse		X	
Job Counseling		X	
Chemical Research & Engineering			X
Nursing	X	X	
Dental Hygiene		X	
Industrial Art			X
Community Hospital			X
Telephone Company			X
Near Eastside Multi-Service Center		X	X
Trucking			X
Automotive Repairs, sales & service	X	X	X
Food Service			X
Metal Fabrication			X
Government Services	X		X
Sports Medicine		X	
Secondary Education	X	X	X
Vocational Education		X	X
Social Services	X	X	
Professional Sports		X	
Photography	X		
Humane Society	X		X
YWCA	X		
Julian Mission	X		
Geology - "Intra-Force"	X		
Labor Unions		X	
Affirmative Action Federal		X	
Pharmaceuticals		X	X
Prison			X
Secretarial Science			X
Hotel Management			X
Communications			X
Fire Prevention & Public Safety	X	X	
Retail Sales		X	
Armed Services	X	X	
Paper Products			X

Early in the quarter, a revised schedule and plan for implementation of Pottersville was initiated. The change was primarily in time frame and was due to the revised recuitment schedule for adult advisors. A series of workshops were also given by the career education program coordinators for the CIS administrative staff (unit managers and all other content coordinators--education, programmatic, social service, and facilitative). The workshops were designed to meet a need for conceptual development of Pottersville. The workshops were held once a week for five weeks, during which time the administrators, in turn, inserviced their unit staffs.

Plans for development and funding of the summer work program, the implementation of Pottersville itself, began at this time. Students and staff built on the interests indicated by the students in areas of career choice. Students researched the types of organizations functioning within Indianapolis which might meet both their interests and the requirements of the summer youth work program. Staff and students then called and visited the prospective work sites. A draft of a proposal to the C.E.T.A. Summer Youth Work Program was prepared. Two hundred slots were developed and requested for funding.

3. Classroom Infusion Activities

Six new classes (three orientation classes split into groups of 20 each) were begun during the second semester. This brought to ten (or five of the six freshman orientation classes) the number of classes for the year. About 200 students, or one-third of the CIS participants participated in the program. Project Business consultants continued successfully with their curriculum, infusing the principles of free enterprize and economics into the content area curriculum. As the semester change came during the middle of this reporting quarter, the post-test for first semester students and the pre-test for second semester students were both given. Project Business was adjudged very favorably by staff, students, and consultants, in informal observations.

Most infusion activities during the second quarter touched on more than one, and sometimes all of the six student objectives. A sampling of the many creative approaches used includes:

a. When persons from career areas came to the classrooms to discuss their jobs and related occupations, pre- and post-visit sessions included background study of the person's occupational cluster; assignments to formulate questions about related jobs, possible health hazards, pre-employment preparation required (high school, college, apprenticeship, etc.), salary ranges and benefits, and possible promotions/personal growth; and quizzes to test new vocabulary peculiar to a job.

Awareness of and sensitivity to sex and racial bias both by adult advisors and by students was noted and addressed in class. Speakers often directed attention to Title IX and equal employment practices. They discussed how such bias should be judged, and how it affected career opportunities. Students frequently asked questions showing concern for these areas.

b. Survival skills were stressed: how to make a favorable impression during an interview; how to set up an interview; completing an application form; reading and answering want ads; preparing a resume; dressing for an interview and on the job; appropriate on-the-job behavior; etc. Students developed their own concepts of these skills, then heard from potential employers when the adult advisors and resource persons visited their classes. The differences between their perceptions and what employers really wanted was sometimes surprising. For instance, one class took a math quiz. Then an employer came to the class and explained that based on their scores, none of them would have qualified for a job at his fast-food restaurant. They were surprized and chagrined. Most of them passed the test satisfactorily the second time, and learned a valuable lesson about the usefulness of math.

c. Students in some families were required to identify events or instances which had had a significant impact on their life. They then analyzed that impact, and gave an oral report to the class. The class then discussed the incident and asked questions, suggested alternative actions and outcomes, etc. These activities were specifically planned to increase awareness of self, decision-making skills, group dynamics, and problem-solving skills.

d. Students developed "Career Booklets". A career area or specific job was chosen. Requirements, application procedures, and job description from entry level to retirement were described and recorded. Students rated the job and discussed pros and cons of it.

e. Typical of teacher developed, objective-outcome oriented units were:

(1) "Smart Shopping" - consumer awareness.
(2) "Good Health" - medical terms, medical care.
(3) "Understanding Health Insurance"
(4) "Buying a Car"
(5) "Caring for Your Car"
(6) Weekly current events class sessions related to careers/jobs of persons in the news.
(7) "Head Trip" - a make-believe cross-country trip to research job opportunities throughout the U.S. (See Appendix $A_1$for an outline of this unit's requirements.)
(8) The "Brain Game" - using a quiz show format, students formulated questions based on the fifteen career clusters. They they divided into teams for play-offs. Winners were "Career Persons of the Week".
(9) Students role-played jobs; researching requirements, backgrounds, skills used, etc. One such role which, surprisingly, engendered much dialogue and interest was that of housewife. "How much would it cost a husband if he had to pay someone to be one?"
(10) "Intraforce" - operated on a Startrek-type theme. One orientation class became a group of 37 citizens fleeing the catastrophic end of civilization. Each came from a different profession/career area. The ship inexplicably went deep within the earth instead of into space. Each travelor/student must contribute the expertise of his "profession" to help save the spaceship. (See Appendix B, page 25 for infusion materials.)
(11) Students interested in careers in food service prepared and served a meal to their family staff. A post-meal discussion centered on targeting of their job expectation--were they on or off target? (This was one of a proposed series of realistic role-playing situations to be developed.)
(12) Appendix A_2 is an example of a Junior English class career education unit outline infused during the second quarter. This unit was infused two or three days per week, for about one-third to one-half of the class period.
(13) In Sophomore Health Orientation, Fridays were used to cover career education topics such as:

- test evaluation feedback
- personal finances
- job development

- Pottersville career involvement choices
- career cluster clarification

as they relate to the health sciences.

(14) Broad outlines of two freshman orientation classes (Families 5 and 6) may be seen in Appendix A_3. As can be seen, most activities were structured with career education as a functional base.

4. Staff Training and Development

The two career education program coordinators attended a one-day workshop on March 22, 1979, given by Time-Share, a Houghton-Mifflin Company. A variety of information and materials on successfully infusing career education into content areas was shared.

The second and third quarter project directors' conferences were cancelled because of a shortage of funding nationally. However, both Pottersville coordinators made plans to attend a three-day directors conference on evaluating career education convened by the College Board.

Regular staff inservice during the second quarter included:

- January 24th - Development and implementation of Pottersville: a half-day session during which the concept was finalized and the time-frame set down more specifically. Managers and content heads were present. (It being a "snow day", the rest of the staff were off.) Each unit manager subsequently had two or more follow-up sessions with all unit staff on implementation procedures.

  Also during January, all educators received training in administering, scoring, and interpreting the Attitude Scale of the Career Maturity Inventory, in order that they might use the results (along with other data) in planning appropriate classroom activities.

- February - Small unit workshops in "self-awareness" were conducted by the training director. Nearly all staff (120) attended at least one session, in which focus was on how self-awareness related to career decisions and career development.

- March - Continuation of workshops in self-awareness. A staff-wide training session on "Sex Bias/Career Education" was planned for March 29, but the fee required by the consultant was adjudged too high. The session was re-scheduled for April 23; to be held by consultants from the Indiana State Department of Education (no fee involved.)

5. Steering Committee

The Steering Committee did not meet as a group during the second quarter. However, a proposed guideline for objectively judging the content of curriculum materials for sex and race bias was developed and sent to each member. They were asked to critique the guide as a possible instrument to be used by staff.

6. Dissemination

The CIS newsletter was distributed monthly. It was probably the single most important public relations tool for the career education program. Each edition had at least one and usually several articles related to career education.

Another source of program dissemination was the information published by Junior Achievement in their reports and newsletters which described the unique effort and justifiable results shown in the joint CIS/JA program at Arsenal Technical High School.

Staff made numerous contacts about career education, which led to information sharing. Since so many career education activities (Pottersville summer work program, career education trips) require parent permission or assistance (as speakers, chaperones, etc.) the personal staff/parent, staff/advisor, staff/student contacts set the tone of positive attitudes about the project. Informal staff feedback was very positive. Student and parent reaction was very positive. Students indicated that academic projects, classes, and units of instruction were much more meaningful to them. The information garnered in career education-related classes was helping them identify priorities and begin making career choices and educational decisions.

April 1 through June 30, 1979

Major emphases during the third quarter were forcused on administration of the post-testing instruments, infusion, and finalization of the program plan and funding for the summer Pottersville work program.

1. Evaluation

Post-tests were administered in May, and included all project students and staff. Students took the Georgia Criterion Referenced Tests - Career Development subtest the week of May 7, and the Career Maturity Inventory - Attitude scale the week of May 28. Project Business students completed the Business Opinion Survey the last week of class. Staff completed the end-of-year Self Assessment questionnaire on May 31.

2. Development and Implementation of Pottersville

The proposal for the Pottersville Summer Work Program was finalized, submitted, and funded during this quarter. The Summer Youth Work Program (Pottersville) began on June 25. There were five goals/objectives for the summer program:

a. Real Work Experience - It is important that our youth learn how to work. Such efforts represent vital training for the real world.

b. Career Exploration - So many of our youth are not aware of the rich variety of vocational opportunities. The Summer Program will expose them to the various facets of the world of work.

c. Community Involvement - It is important for our youth to know about the variety of non-profit agencies and the important role they play in our community.

d. Integration of School and Work Experience - The Summer Program will enable youth to participate in a vocational effort which will be joined together with an educational experience.

e. Opportunities to Serve - The Summer Program will allow our students an opportunity to serve their community. This is a vital part of education.

Youth and Staff participation by job site may be seen in Table 4. All jobs were with human service/public service organizations. The original plan for students to develop their own delivery systems under the guidance of staff and adult advisors was not feasible to implement within a one-year format. But, the students did participate actively in developing the job sites within existing organizations. The Pottersville structure was further carried out in the student/staff/job site supervisor relationships and in formal training both at the job sites and at Tech.

Table 4

Pottersville Summer Youth Work Program Participation

Organization and Job Classifications	Youth Participants				
	Black		White		Total
	M	F	M	F	
Urban Walls					31
mural planning and painting	20	11			
Eagle Creek Park					
ranger station	2				5
boat dock		1			
nature center	1	1			
Indianapolis Museum of Art					8
registration of art	2				
public relations		1			
clerical		1			
craft classes	1	2			
photo slide research		1			
Atlkins Boys Club (alternate jobs)	5				5
games room					
arts and crafts					
reading program					
CTS Repretory Theatre					2
receptionist-office work	1				
buildings and grounds	1				
Girls Clubs - Two sites (alternate jobs)		3		1	4
recreation program					
education program					
Indianapolis Parks and Recreation	3	2	1		6
Two sites (alternate)					
playground					
games room					
arts and crafts					
IRT Theatre					2
public relations		1			
stage and production		1			
Public School 26	5	5			10
summer school tutor (morning)					
recreation program (afternoon)					
Salvation Army - Three sites	4	9	3	3	19
alternate jobs					
clerical					
day camp					
senior citizens					
lunch program					

	Black		White		Total
	M	F	M	F	
The Childrens Museum					4
theatre program assistant	1				
resource center assistant		1			
special programs administrative asst.		1			
children's presentations program asst.			1		
Lung Association (alternate jobs)	1	1			2
day camp aide					
health fair exhibits					
stack room					
Celebral Palsy Clinic					2
file clerk				1	
wheelchair repair			1		
College Avenue Youth Behavior Academy (alternate)	2	3			5
senior citizens					
recreation					
arts and crafts					
lunch program					
Martin Luther King, Jr. Academy (alternate)		7			7
pre-school classroom aides					
physical program aides					
Citizens Ambulatory Health Care Center					5
maintenance engineer helper	3				
clerk		1			
nursing attendant aide		1			
The Martin Center - Two sites					10
clerical		5			
janitorial and maintenance	3	2			
St. Bridget's Nursery and Kindergarten					6
pre-school teacher's assistants	1	5			
Goodwill Industries - Six sites (altern.)	4	1			5
pick-up and delivery of clothing					
property maintenance					
Crossroads Rehabilitation Center					3
building and grounds	3				
Cities In Schools Office	1				1
Total	68	73	6	5	152

The job sites/categories were divided into three general types--education, recreation, and social services--with one staff person coordinating each area. Supervisory staff assignments were based on type of work site, number of students per site, and travel distance between sites. Orientation for students was a full day--June 25.

Each student worker and each staff supervisor kept a work journal, submitted bi-weekly throughout the duration of the program.

Table 5 indicates the staff breakdown for Pottersville.

Table 5

Pottersville Implementation Staff

Job Title	Black		White		Total
	M	F	M	F	
Program Director	1				1
Project Heads		2	1		3
Project Coordinators	4	1	1	2	8
Supervisors	5	13	4	3	25
Total	10	16	6	5	37

3. Classroom Infusion Activities

Project Business completed the school year, having served most of the Cities In Schools freshman students. Tech's first semester students (all CIS Pottersville students) involved in Project Business had the lowest city-wide pretest survey scores, and with one exception, the greatest increase in scores when the "before" and "after" surveys were tallied. The Project Business administrative staff at Junior Achievement redesigned the Business Opinion Survey for the second semester because they felt the earlier form (used first semester) did not allow enough discrimination between items to show change from beginning to end of the course.

During the first quarter, infusion activities centered around career awareness. During the second quarter, infusion developed attitudinal and motivational activities. Third quarter infusion stressed self-awareness and understanding, and awareness of educational options and requirements.

A number of infusion activities developed to increase understanding and awareness of self were:

a. Group problem-solving exercises with no one "correct" solution.

b. Outside speakers who related how "personal" or "self" problems and strengths tie in with ability to earn a living; and what earning power means to a person's future.

c. Exercises in personal goal-setting and decision-making.

d. Family 4-C set up a $100 scholarship fund with the money left from their spring trip. The funds were raised through a clean-up business organized and run by the students and staff. The scholarship will go to the student out of the present family group (freshmen) who has the highest scholastic record when she/he graduates.

e. Intra-force, as described earlier, continued through the remainder of the school year. Staff of family 5-C felt that this was one of the most exciting tools used in infusing career education in the program, and led to increased student understanding and awareness of self both in relationships with others and in relations to their own goal-setting.

f. Orientation classes continued in the use of results of occupational cluster choices as jumping-off points for assignments such as in-depth job research, role-playing, and exploration activities. As stated by the manager of Unit III, "The pre and post-test data (from the several tests given) showed that the majority of students recognized that there are a wider variety of educational and occupational opportunities for those who complete high school and advanced specialized training than there are for those who do not complete high school. Students have become aware how present decisions have an influence on reaching one's long-range goals. Test results and workshops have made staff aware of their responsibility to reinforce positive career attitudes displayed by students, and how they themselves may provide positive role models for students."

g. All staff provided career counseling to some degree to their caseload students, and the social service staff from each particular field worked intensively with students who desired further assistance.

h. Teaching of survival skills (infusion) in the content areas (English, math, etc.):

  - preparing for job interviews
  - writing a resume
  - filling out an application
  - writing a business letter
  - interpreting and answering want ads
  - understanding pay scales, wage laws, fringe benefits, etc.

Infusion activities designed to develop students' awareness of educational options and requirements included:

a. Use of the workbooks, "Wanting a Job" and "Training for a Job," from the Turner Career Guidance Series (see Appendix A5). Classroom surveys were made to see how many students knew what training and education was needed for particular jobs. Instruments were developed that encouraged the students to seek out information on options in particular career areas and how education and training affect those options. I.E., a nurse's aide, with education and training can become a registered nurse; an electrician may go on to electrical engineering. Students were assigned to follow jobs from entry level positions to management and technical level positions, determining the additional education and training required to progress each step in the career ladder.

b. Outside speakers were asked to address the training and educational requirements of jobs in their field.

c. The staff in family 2C designed a "trip ticket" for students in orientation. The students planned a trip to ten different states. They had ten questions to research in each state. The focus was on the job availability, economy, and living costs in each locality. Students discovered that ship building is not an occupation one would train for in Indianapolis. They developed an awareness that it would be wise to research job requirements and availability of job openings in careers in which they are interested. They became aware that some decisions might also become necessary if the occupation they are interested in would require relocation to an area where such jobs are in demand; i.e., "Do I want to be a shipbuilder bad enough to relocate to a coastal area?"

d. An excellent film strip series produced by Newsweek was used to introduce the sophomore students to the trends and options and educational requirements in current jobs and the vast number of new jobs being developed as technology grows.

e. Approximately one-half of the students in Unit III (sophomores) were involved in a class titled Career Decisions. The CIS Career Education project meshed very well with Career Decisions, and the CIS staff carried activities over into orientation class in support of Career Deicisons. The Career Decisions class was based on Dr. Kenneth Hoyt's "Ten Learner Goals of Career Education."

Unit V put together a third quarter student newspaper for students and staff at Tech. It was directly related to the career education program. A non-profit enterprise, money from sales, was used to cover purchase of supplies and materials for the newspaper.

Adult advisors and resources used in the third quarter may be seen in Table 6.

Table 6

Third Quarter Adult Advisors

Field	Organization
law student	Indiana University
ex-drug addict	CASA
insurance agent	Fox Insurance Company
engineer	Detroit Diesel Allison
television personality	fashions and a local t.v. station
car salesperson	Guarantee Auto
health worker	People's Health Center
representative	Suemma Coleman Home
Julia Carson	Salem Village
photographer	Leonard Perkins Studio
counselors	Julian Mission
police officer	IPD rape squad
real estate agent	
labor union representative	AFL-CIO
affirmative action agent	State of Indiana
nurse	Board of Health
seargent	U.S. Army
drug prosecutor	Indiana District Attorney
social workers	Near Eastside Multi-Service Center

The following examples were typical field trips arranged by CIS in conjunction with orientation, career decisions, social studies, math, and English classes:

Federal Building tour - spoke with a U.S. Marshall, U.S. Attorney, and special assistant to Senator Birch Bayh.

Marion County Jail tour - talked with officers and discussed some heavy reasons for setting goals, acquiring skills, and holding jobs.

State Legislature tour - talked with State Representative Day who explained what legislators do, what bills are and how they're passed, and what kinds of careers there are in politics, both elective and appointive.

Hyatt Regency tour - discussed jobs in hotel and restaurant services, became familiar with operations within their community.

Tours with smaller groups went to the Childrens Museum, the Art Museum, the Indianapolis Star and News (newspapers), and Ball State University.

Lilly Foundation	22 students
Indiana National Bank	10 students
Paper Art Company	10 students
Indiana Veneer Company	12 students
Dow Chemical	12 students

4. Staff Training and Development

Bothcareer education program coordinators attended the CEEB Director's Conference on Evaluating Career Education in San Francisco on May 7-9. The workshop was "designed by the College Board to assist state and local coordinators of career education who commission, monitor, help design, and use the results from evaluation studies." The sessions addressed key issues such as what should be evaluated, with what procedures and materials, for what audiences, and for what purposes. The workshop sessions attended by the coordinators included:

"How to Match Needs, Goals, Objectives, Teaching, and Testing"

"How to Talk to an Evaluator: Models, Designs, Covariates and All That"

"What to Look for in Every Evaluation Plan"

"Evaluation Without Testing"

"Tailoring Evaluation Reports to Your Audiences"

"Prize-Winning Evaluations"

In addition to the many workshop sessions, the coordinators also heard Joseph Scherer, Special Assistant, Office of Career Education, and Joseph Seiler, Chief, Division of Program Review and Analysis, Office of Youth Programs, Department of Labor, speak to the assembly.

The coordinators made the following evaluative statements about the conference:

a. The session "Tailoring Evaluation Reports to Your Audience" was very helpful and informative. A lot of practical information was received.

b. "Prize-Winning Evaluations" offered excellent insight into the various ways of dealing with evaluations.

c. "How to Talk to an Evaluator" was very helpful for a novice; to understand inside needs and directions of evaluators in order to take such information into account when setting up evaluation plans and when speaking with evaluators.

The coordinators presented and discussed information acquired from the CEEB conference at several staff training meetings.

Workshops were geared to not only provide objective information to staff, but to develop staff's commitment to career education. This quarter's workshops also pointed out the responsibility staff has to reinforce positive career attitudes displayed by students.

The training schedule for this quarter included:

a. "How to Communicate Effectively" - for managers. Included a film entitled "Beyond Theory Y." April 16.

b. "Sex Bias and Stereotyping in Career Education - Title IX and Its Implications" given by the Department of Public Instruction on April 23. Forty-nine staff attended.

c. Ten staff attended a conference on desegregation held at IUPUI during the Spring Break.

d. A workshop on transactional analysis for city-wide CIS staff. Over 100 in attendance. April 13.

e. A workshop on "the Feedback Process in Supervision." For managers. April 19.

f. "Adolescent Sexuality" workshop presented by JoAnn Benson, May 14, from the March of Dimes, New York. Twenty-eight staff attended.

g. Continuation of the workshop on "Sex Bias and Stereotyping in Career Education." Fifty-three staff attended on May 21.

5. Steering Committee

The Sex Equity Checklist and the Checklist for Reviewing Career Education Materials for Racist Content were sent to members of the Steering Committee in March for review and editing. The response to the "race" checklist was very negative. Comments were helpful, however, in giving the CIS Director of Research and Curriculum input for revising and combining the forms into useable aids for the CIS staff. As a result of the screening by the Steering Committee, an instrument was developed that is both:

a. A checklist for evaluating instructional materials for race and sex equity, and also

b. A checklist for establishing a classroom which is free of race and sex bias.
(See Appendix E1 for a copy of this checklist)

A number of materials in addition to that described above were collected and/or adopted from materials acquired from the Indiana State Department of Education and the Georgia State Department of Education. (See Appendix E2 for additional race and sex equity materials.) These materials were made available to staff and covered in the workshops.

6. Dissemination

Many adult advisors were used as speakers and resources this quarter, enabling them to learn more about the program as the students benefitted from their background and expertise. Parents attitudes were touched by the many business-oriented activities in which the students were involved. A wide variety of organizations, businesses, and community persons were introduced to the CIS Career Education program when contacts were being made to develop the positions for the Summer Program. The interest and enthusiasm of organizations in agreeing to participate as summer sponsors attests to the positive attiudes encountered. Many of the job sites planned specific training activities for the youth workers. Several sites worked very hard, and adjusted their slot requests so that youth would have only meaningful and educational summer placement (i.e., the museum of art cut two positions that would only have had students cleaning grounds and doing general maintenance). In general, development of the summer program gave wide exposure to many persons who had not been familiar with the Cities In Schools Career Education program.

Newsletters continued to be sent each month to parents, community agencies and organizations, and to national organizations (Federal and private) connected with or interested in the Cities In Schools national demonstration program.

SUMMER ACTIVITIES

The main summer quarter activities centered about implementation of Pottersville. Some staff development was held in August.

Pottersville

Pottersville ran from June 25 to August 17. Staff remained an additional four days to write reports, to gather student and staff journals, and to meet to share experiences with other staff. The observational evaluation was extremely positive. A late in the program site visit by two program officers from the Office of Career Education echoed the staffs' observations. The jobs were indeed meaningful and well-structured to provide the greatest learning potential possible.

1. Objective Implementation

   a. Provide a Real Work Experience - Only by doing real work, which is comparable to jobs currently found in the community, are youth, especially disadvantaged youth, able to conceptualize and plan for their own eventual employment.

   A prime objective this summer was to provide real work experiences to school-age youth who otherwise might not be able to work during the summer. In the past, the jobs which were normally available to youth through the summer projects were make-work type jobs, especially in the eyes of the employed youth. This year, the CIS staff and students worked together to develop and make available jobs which were already in existence in the human service agencies of the Indianapolis community. There were many agencies in Indianapolis who were eligible to submit proposals to the Indianapolis Department of Employment and Training (DET) for the Summer Youth Program (SYP), but were unable to do so for one reason or another. By contacting these same agencies, we were able to make arrangements to place participants at more than twenty agencies. Since the agencies were able to deal with small numbers of youth under CIS supervision, they were better able to structure and provide much more meaningful job opportunities.

The agencies and jobs that were developed may be seen in Table 4, page 44 , and are more fully described in Apprndix F.

Each participant and supervisor received an extensive orientation to the general SYP guidelines and regulations (staff, 5 days and youth, 1 day). In addition, when the participants went to their respective sites, they were oriented on site to the specific job that they were to do for the agency. Most agencies required the SYP participants and supervisors to adhere to the same requirements of the agency that all other employees were expected to follow. Many participants assignments required them to use time cards and machines to sign in and out. They were given I.D. cards to wear, were expected to call in if they were going to be absent, and were included in all of the normally held staff meetings. (One participant who quit due to his attendance problems did so because he had worked in a SPEDY program last year and thought that his job this year was too demanding and required him to work too much.)

A requirement that CIS made of the participants and supervisors was that each of them keep a daily journal of their activities (see Appendix G). Part of the reason for the journals was to make the staff more accountable. The journals also provided a means by which the weekly SYP meetings and training sessions could be tied into the previous five days of work. The journals also provided the participants with an opportunity to use their writing skills. Many found that they were totally unprepared in many cases for effective written communication and were not at all pleased with their results. Several participants mentioned that they most assuredly were going to improve their skills in the coming school year. A sample of one set of the training packets used by CIS during the summer Pottersville is shown in Appendix H.

Perhaps one of the better things that came out of the SYP was the offer of continued employment to at least eight of the participants. By enabling participants to work in a real employment situation, CIS feels that they were of real service to those participants who were offered a job. Another participant was offered a full-time position at the Children's Museum but only after she finishes her high school education. What a great way to feel reassured and motivated to finish school.

b. Career Exploration - All too often youth are unaware of the numerous occupational opportunities available in their communities, especially in the area of human services. By offering numerous job types for exploration during the summer, youth have the opportunity to explore careers.

The SYP was developed this year to emphasize career awareness and opportunities, and to coordinate with the Office of Career Education contract. As discussed in the first objective, the CIS students contributed directly in the selection of the areas and types of agencies which were recruited in preparation for the SYP. The staff attempted to recruit agencies in a ratio consistant with the number of CIS students who were interested in each of the service areas planned for Pottersville.

Each prospective participant was interviewed by a CIS staff member who was going to work in the same service area for which the youth was interviewing. Participants read job descriptions, checked whether they could meet any prerequisites that applied to the job, expressed a preference as to what jobs they would be most interested in doing and at which site. After all the participants were interviewed, the SYP coordinators conferred and assigned jobs. All but two of the youth got their first or second job choice. CIS feels that by having a realistic interview and selection process that the entire program benefitted, agencies as well as participants.

At the individual agency job sites, the participants had many opportunities to work with people working in related jobs pursuant to the particular service that their individual agency was delivering. By being able to see several different and diverse jobs (occupations), the participants were able to explore the career area in which they had expressed an interest by selecting it as their work site. In addition, many of the participants were able to work in a number of jobs at their agency, which again was an excellent way to explore various career possibilities.

Several participants even remarked in their journals that they were very surprised to find that there was so much more to the delivery of human services than they had ever thought about before. Even participants who had had some previous knowledge of the numerous types of skills that are involved in delivery systems were surprised to see the variety that is often involved. One notable example was a participant who was interested in wood working and art museums found that there were several jobs at the Indianapolis Art Museum which called for woodworking. Participants who originally said that they "didn't think that I could ever get a job in a place like this" were beginning to explore other non-traditional places of employment as potential occupational opportunities. In several other cases, participants wrote that they were eager to return to school so they could change their schedules in order to pursue training for occupations of which their summer work involvement had made them aware.

c. Community Involvement and Service - Youth are usually aware of a wide range of people, services and agencies who assist them during their formative years. By involving youth in the delivery of services to their community, they will be able to feel a part of the community support system as a deliverer of services as compared to their previous relationship to their community which was as a service recipient. (A combination of objectives 3 and 5)

One of the important reasons that the CETA legislation created the Summer Youth Program was to benefit the community directly, as well as indirectly, by giving youth something to do constructively during the summer and to bring additional income into their community. CIS this year tried to work with as many community agencies as possible from whom the CIS school program students have themselves received services while in our program. Part of the goal of CIS is to integrate and coordinate the delivery of existing human services which are primarily intended for the city's youth. Thus, during the school year, many agencies, staff, and facilities are utilized by the program. Agencies with whom CIS worked this past summer and school year were the Boys Club, the Girls Club, Citizens Health Center, Indianapolis Public Schools, the Near Eastside Multi-Service Center, the Art Museum, Salvation Army, Parks and Recreation, CTS Theatre, IRT Theatre, and the Martin Center. Involving youth in the delivery of services of which they have recently been a receiver seemed to CIS to be an excellent way for students to begin to be productively involved in their community. Part of the goal of CIS is to prepare youth to serve as good examples to the community. We were very pleased and at times surprised, to ob serve what excellent role models the participants made on the job site. It was rewarding to observe students who we thought never had heard what we were really saying, work with other youth and instruct or work with them in the same way that they had just recently been instructed by us.

d. Integration of School and Work Experience - Career and vocational courses are offered in most high schools. Concentrated effort was expended in all CIS classes in the areas of career awareness, career decision-making and preparation for the world of work. By offering numerous job opportunities during the summer, information learned during the school year can be applied, bringing the practical integration of school and work experience to a meaningful and productive culmination.

The previous narratives presented for Objectives one, two, and three are applicable to the objective of integrating the school experience of youth with the available summer work experiences. Because of the extensive involvement that the staff had (the CIS staff functioned as supervisors during the SYP) with careers and career education they were well able to assist summer participants make a smooth transition from school to the actual work experience.

2. Problems

CIS found that the majority of the problems that arose were usually solved very easily and quickly. However, the biggest problem involved the community commonly known as "Stringtown." The staff and participants who were working with the Salvation Army program in this community were continually harassed and verbally abused by the adults and youth who lived in the area because of racial differences. Although both the CIS management and the Salvation Army tried with little success to eliminate or at least moderate the incidents, on one occasion, rocks and bottles were thrown and a knife was drawn by an adult. The bigotry was so bad at times that the small children who were involved in the Center pre-school and day care center were also subjected to the same abuse by the area residents. Short of removing the participants from the site, which the participants didn't really want to do, the problem was never really resolved. CIS management was very concerned that our staff and youth were subjected to this abuse, and will not seek to involve this site in any future programs.

The only other significant problem involved two participants stealing a bike at the Crossroads site. The staff at the site called the police and the youth were eventually found quilty by the court. The two were terminated by the program.

3. Recommendations and Results

CIS hired 152 youth, ages fourteen to twenty during the summer program. Of these, ten quit due to pregnancy, attendance, vacations or for no real reason. An additional four participants were terminated because of theft, fighting or non-attendance. Although the entire program was a week late in starting (which caused many of the CIS participants to miss the career training developed by the Indianapolis Public Schools) CIS feels that this year's program was by far the best Summer Youth Program that it has been involved with in the last five years. The payroll department was very well coordinated. What difficulties that were experienced with the checks were usually due to an error on our part. The monitors with whom we dealt were excellent. Whatever changes of procedures and training that took place within DET were certainly evident this year. Even the supplies were not so overdue that problems were evident. All in all, CIS would like to commend DET for a smoothly operating and well-run program this past summer.

The entire way in which CIS developed and operated its SYP this year was extremely successful. The program management, the supervisors, participants, as well as the agencies involved, were very happy with the results of the Pottersville summer. CIS has received numerous compliments from the staff and management of the involved agencies with most expressing the desire to participate again next year if CIS runs a similar program. Several of the CIS staff members reported a real sense of accomplishment by being able to watch participants perform in a manner consistent with modeling and training that the staff have presented; especially in projects where the participants were working with small children. The participants 'taught' the same 'message' that they had been receiving from the CIS staff. In the teacher aide project at School 45, several of the classroom teachers were so pleased with the work of the participants and the turoring that they did, that they took the youth out to lunch at a very nice restaurant at the end of the summer school project as a way of expressing their appreciation of a job well done.

Finally, CIS was well pleased with the job exploration and experience that the participants received. Most of the participants were able to view a variety of jobs first hand in various organizations. This has helped many students develop higher aspirations. Many participants gained new awareness about themselves and employment, and some were offered continued employment. All in all, the summer was most productive for everyone involved.

Staff Training

In August, staff again was involved in pre-service training. The sex and race equity checklist to be used in developing a bias-free classroom (both in curriculum and environment) was introduced, and training, via discussion and role-playing, was given in its use.

Pottersville Manual

The Pottersville manual was developed during this period. A copy may be seen in Appendix B. The CIS city-wide education content head/Career Education coordinator devoted a considerable amount of time, effort, and talent to the effort. She was assisted by Dr. Jay Thompson, Professor of the Continuing Education Center at Ball State University, Muncie, Indiana.

CHAPTER III - RESULTS

Results are described in four parts:

1. Student Objectives
   evaluation and findings
2. Staff Objectives
   evaluation and findings
3. Program Objectives
   evaluation and findings
4. Deliverables

STUDENT OBJECTIVES

Student Objectives were primarily evaluated by three instruments--(1) the Georgia Criterion Referenced Tests, Career Development Form 2 subtest; (2) the Project Business Business Opinion Survey; and (3) the Career Maturity Inventory, Attitude subtest.

The Georgia Criterion Referenced Tests has 4 major categories and was used to evaluate student objectives 1, 2, 3, and 5. The Business Opinion Survey was the instrument used for evaluation of student objective 4. The Career Maturity Inventory was used for evaluation of student objective 6.

1. Pre- and post-test data will show an increase in student ability to demonstrate understanding and awareness of self; and to relate in general to future developmental goals.

   Results of the testing with the Georgia Criterion Referenced Tests indicated that the CIS students scored significantly higher on the category "Self-Understanding" on the post-test. The Self-Directed Search for Educational and Vocational Planning was given to all CIS students in the fall, but was used as a diagnostic and planning tool in developing classroom priorities, and was not used as a measurement instrument.

   A test of significance of independent proportions was used (pre and post scores were not matched) and indicated a .07 level of significance. (See Graph 1, page 62.)

2. Pre- and post-test data will show an increase in student ability to demonstrate awareness of educational options and needs and relate these to future development goals.

   The Criterion Referenced Tests results on the category "Education" showed a significant increase (at the .07 level) from fall to spring testing. (See Graph 1, page 62.) Classroom presentations by persons from a variety of career areas were structured to inform about educational requirements.

3. Pre- and post-test data will show an increase in student ability to demonstrate awareness of a wide range of careers and relate at least one of the fifteen generally identified occupational clusters to future goals.

   Pre- and post-test results on the Criterion Referenced Tests category "Work and Occupations" showed a significant increase from fall to spring testing. (See Graph 1, page 62.)

   Staff observations indicated three main activities contributing to achievement of this objective:

   a. Career awareness was developed in class through students' choice of a career area (See Appendix D) and then creation of assignments designed to greatly increase each student's knowledge of his/her chosen area,

   b. Adult advisors and resource persons from a large number of career areas (See Tables 2,3, and 6) were also identified as an important factor in student achievement on this objective, and

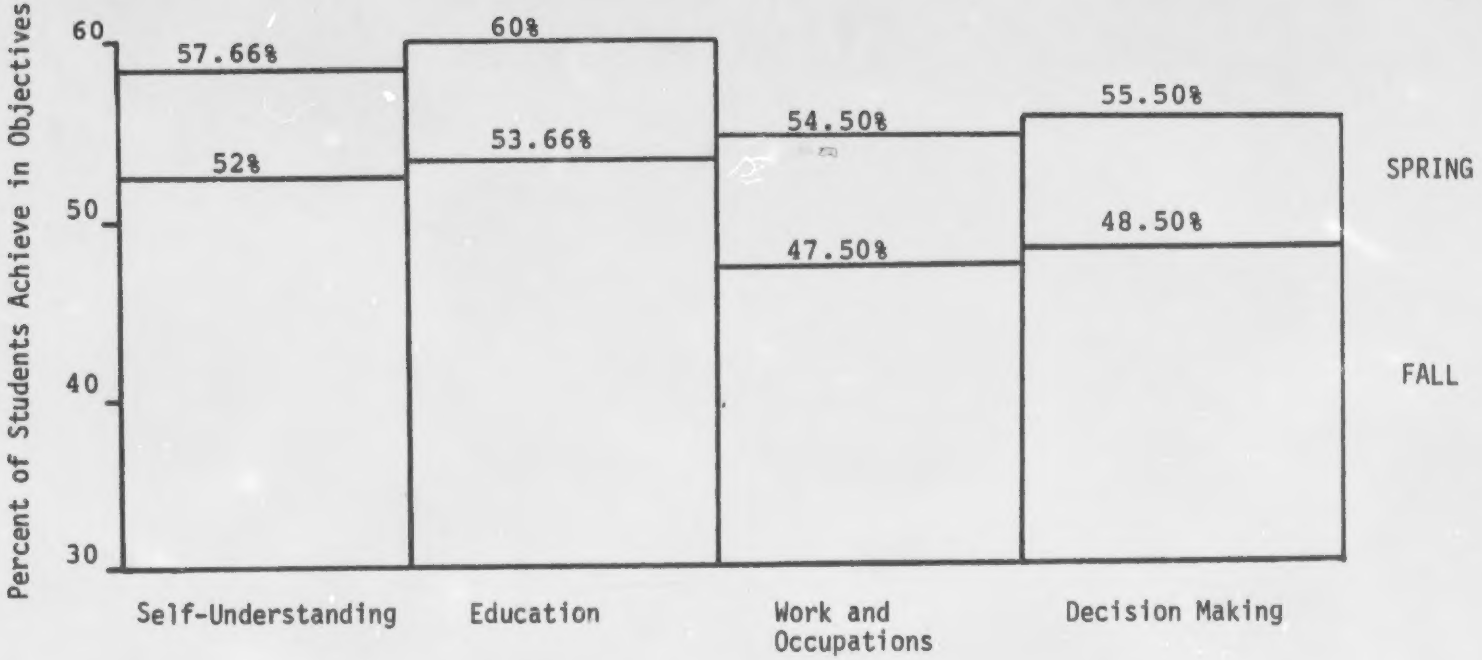
   c. Implementation of Pottersville during the summer quarter capped the activities which enabled student gain.

4. Pre- and post-test data will show an increase in student ability to demonstrate proficiency in decision-making at several levels...educational, emotional, economical, and employment.

   Pre- and post-test results on the Criterion Referenced Tests category "Decision-Making" also showed a significant increase from fall to spring testing (see Graph 1, page 62). Staff felt that infusion activities in CIS content area classes contributed most to achievement of this objective.

Graph 1

PERCENT OF STUDENTS ACHIEVING
CRT OBJECTIVES
BY CATEGORY



The two major measures for the above objectives were: (1) category analysis of the Georgia Criterion Referenced Tests, and (2) staff observations. Table 7 shows the CRI results by category. As can be seen, the greatest gains were made in "Decision Making" and "Work and Occupation" categories.

These were the categories of poorest pre-test scores.

Graph 2 shows the percent of the total student group tested in the spring and fall achieving each objective. A test of the significance of independent proportions was applied and indicated improvement significant at the .01 level.

Appendix I shows the Objectives in the Georgia Criterion Referenced Tests administered, the test itself, and the items (5 to 6) which combine to make up each objective. Staff observations were elicited in each Unit Manager's quarterly report. Unit Managers were responsible for collecting staff observations for each student objective.

5. Pre- and post-test data will show an increase in student ability to demonstrate an awareness of the economic system and relate this to their own future and developmental goals.

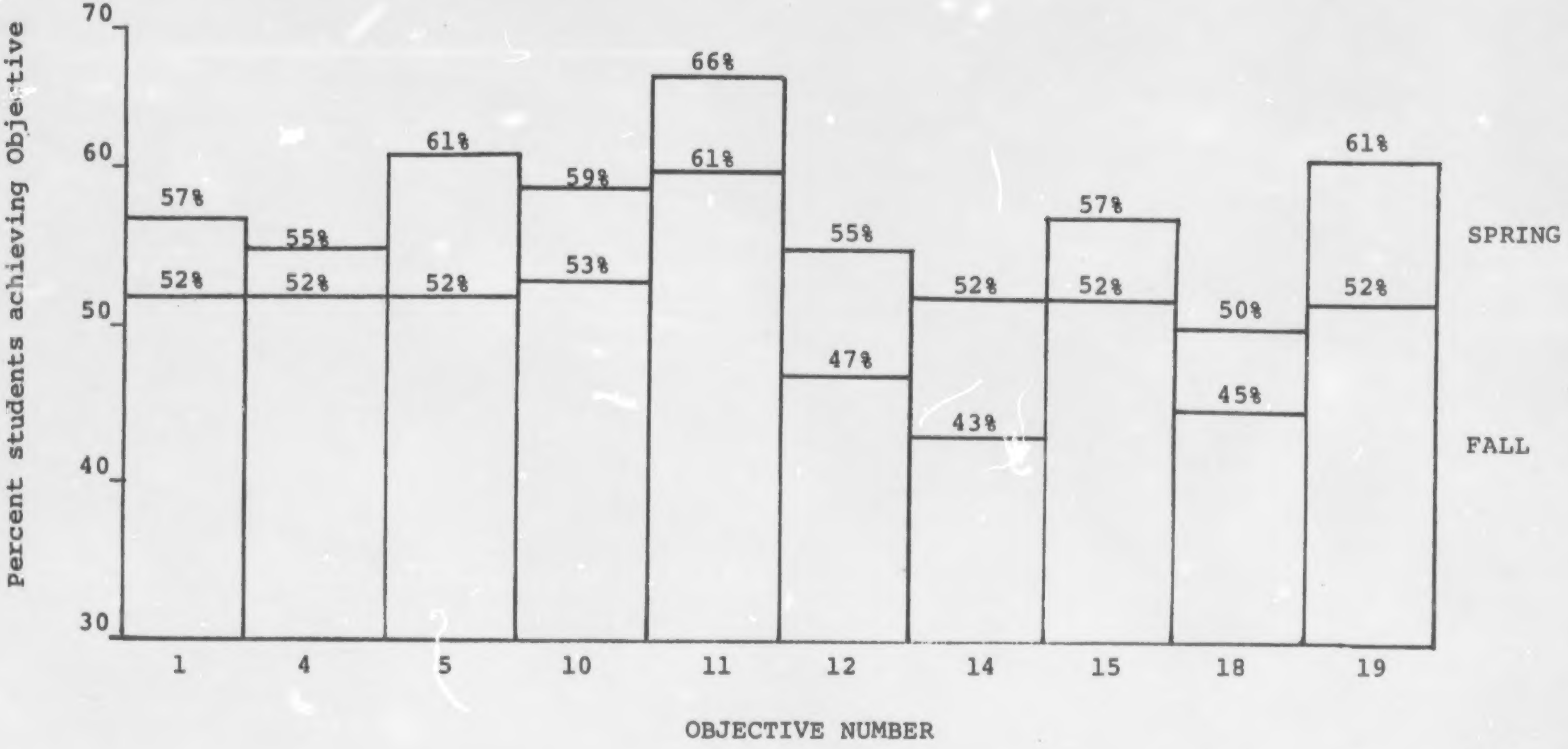
Graph 3 and Graph 4 illustrate the gain in knowledge of business principles for Cities In Schools students, enrolled in Project Business. Graph 3 shows first semester scores, and indicates a 17% improvement on the nine (9) items. This gain represents the second largest total gain of the 14 public and private schools in Indianapolis and vicinity, which participated in the program at the same time. Table 7, page , shows the city-wide distribution. Two CIS orientation classes were split into 4 Project Business classes for the semester. Graph 4, representing the results of the second semester test (which was extended by six items), shows a 5% increase in knowledge of business principles. (There were 6 classes 2nd semester.) Interestingly, the figure was strongly influenced by the added items, which showed lower overall scores on post-test than on the pre-test. One possible explanation for the drop in performance as shown by the graph is that of the 82 students who took the second semester pre-test, only 45 took the post-test. Despite the lower overall performance, the average gain for the year (both semesters) was 11%.

Appendix J shows the Opinion Survey instruments used. Staff observations indicated that infusion activities were successful in allowing students to relate economic and business awareness to their own future goals.

Graph 2

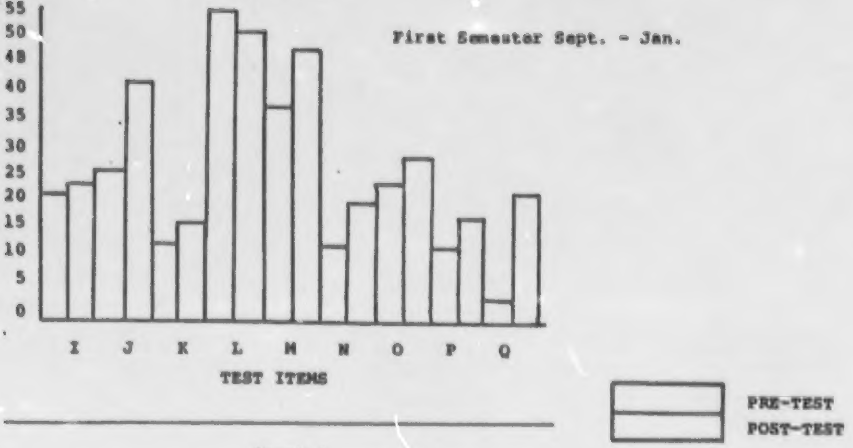
PERCENT OF STUDENTS ACHIEVING

EACH CRT OBJECTIVE



Graph 3

Project Business
Opinion Survey



Graph 4
Project Business Opinion Survey
Second Semester Feb. - June

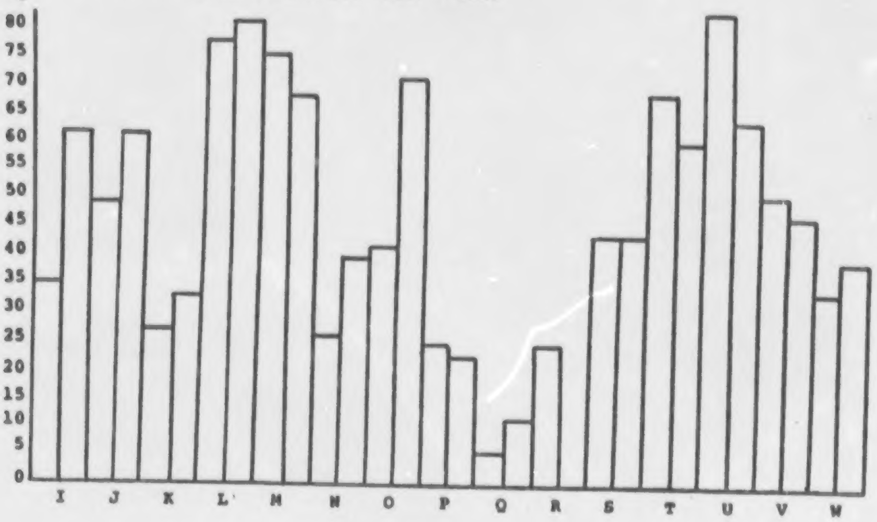


Table 7

Comparison of Scores, By Participating Schools, On the Project Business Survey

School	Pre-Test	Post-Test	% Change
Carmel Clay *	67.0%	72.8%	5.8%
Stonybrook *	60.4%	66.0%	5.6%
Ben Davis Jr. High *	60.1%	64.2%	4.1%
Southport *	59.4%	72.5%	13.1%
Speedway *	58.8%	67.5%	9.5%
Perry Meridian *	58.4%	68.5%	10.1%
South Wayne *	52.1%	62.5%	10.4%
Ritter *	50.3%	72.8%	22.5%
Howe	45.9%	51.8%	6.0%
Tech	33.6%	51.0%	17.4%

* Suburban high schools with a large white population.

6. Pre- and post-test data will show an increase in student ability to demonstrate an appreciation of and positive attitudes about themselves, education, and employment.

Of the several uses for which the Career Maturity Inventory (CMI) is intended, three fit more conveniently into the structure of the Tech CIS program namely, (1) Screening For Career Immaturity, (2) Assessing Guidance Needs, and (3) Evaluating Career Education. Consequently, the data are evaluated with reference to these purposes. The data may not be, however, generalized, but must have specific interpretation to the circumstances and population from which they were collected. A limitation is that the pre-test was administered only four months prior to the post-test date.

Ninety-six of 289 students (33%) had cumulative Standard Scores below the twenty-fifth percentile, the quartile in which students may "be considered as possibly delayed or impaired in their career development." This statistic conforms with findings during validation of the CMI, that "approximately 30% of high school seniors are undecided about what they want to do and a similar percent are unrealistic in their choices...(thus) almost two thirds of those completing their secondary education are coping ineffectively with the task of selecting a life's work." Thus this finding also satisfies purpose #2, that of Assessing Guidance Needs, so that those needs will be met before students reach the Senior year.

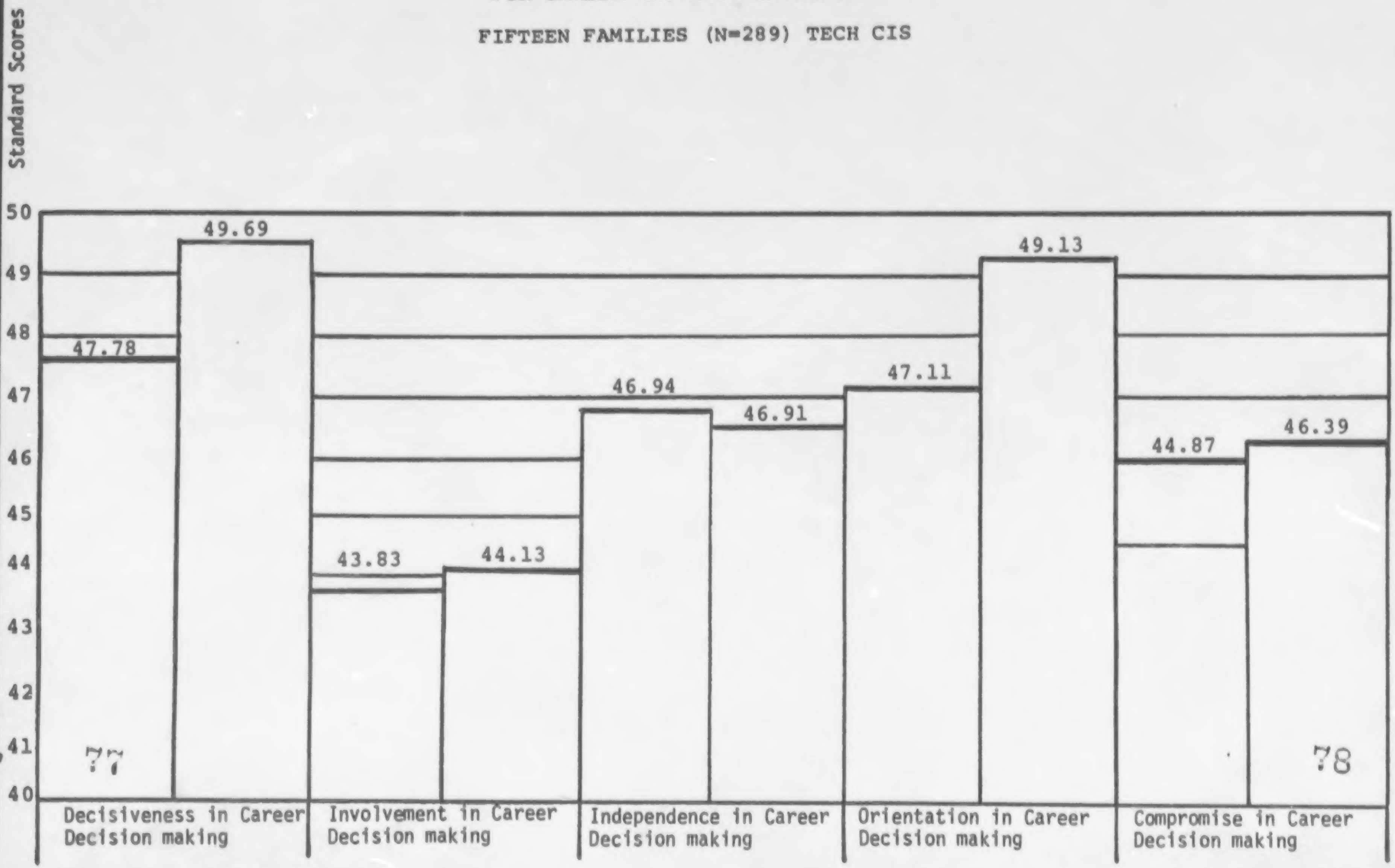
Purpose #3 suggests that the CMI may be used as a medium for evaluating Career Education.

Graph 5, "Graphical Representation of Results For Career Maturity Inventory: Fifteen Families (N=289) Tech CIS" illustrates in summary the pre-test/post-test differences between the periods of testing. The differences were not statistically significant. This result may be attributed to the fact that the interim between both testings was only four months. In fact, the graph indicates a favorable trend of increase on post-test over pre-test scores. This trend may indicate a positive value for the change factor operating within the educational setting and influenced by the Tech CIS staff.

Overall, test scores on the Georgia Criterion Referenced Tests and the Career Maturity Inventory showed no significant differences between those families involved in Project Business and those not involved. Staff and student and consultant positive feedback about this program and the enthusiasm engendered raises the distinct possibility that the CRT and the CMI simply do not measure the skills taught in Project Business.

Graph 5

REPRESENTATION OF PRE-TEST/POST-TEST DATA
FOR CAREER MATURITY INVENTORY
FIFTEEN FAMILIES (N=289) TECH CIS



STAFF OBJECTIVES

Product-oriented outcomes were measured by the Staff Self-Reporting Questionnaire and by narrative records.

Graph 6, on page 70, illustrates the changes which the staff recognized as resulting from the "enabling activities" designed to achieve the stated objectives. Generally the movement was upward on the scale of variables, indicating positive values accruing from those activities.

In each area described along the horizontal axis, some gain has been made when described numerically. On the five point scale, gains ranged from 0.96 to 0.21. Seven objectives were rated on the scale of the next higher value in the Spring evaluation when compared with the Fall data, while two remaining objectives moved higher within the same interval.

Although the effect of these changes on staff competencies in not clear from these data, it is evident that the staff experienced positive and beneficial results from the program.

In order to provide a true estimate of the impact of the findings, it will be necessary to answer the following questions:
(1) What degree of competence in any of the nine areas will be necessary to provide effective career education experiences in the classroom?
(2) Which of the nine areas are most important in terms of their effect on the Staff's ability to direct an effective classroom program?
(3) Is "Adequate" competence sufficient to justify Staff's participation in a career education program?

It will be necessary to answer these questions before a final judgment as to the impact of the staff's competence on the program can be made. (The Questionnaire itself may be seen in Appendix K.)

A description of the findings, however, is appropriate.

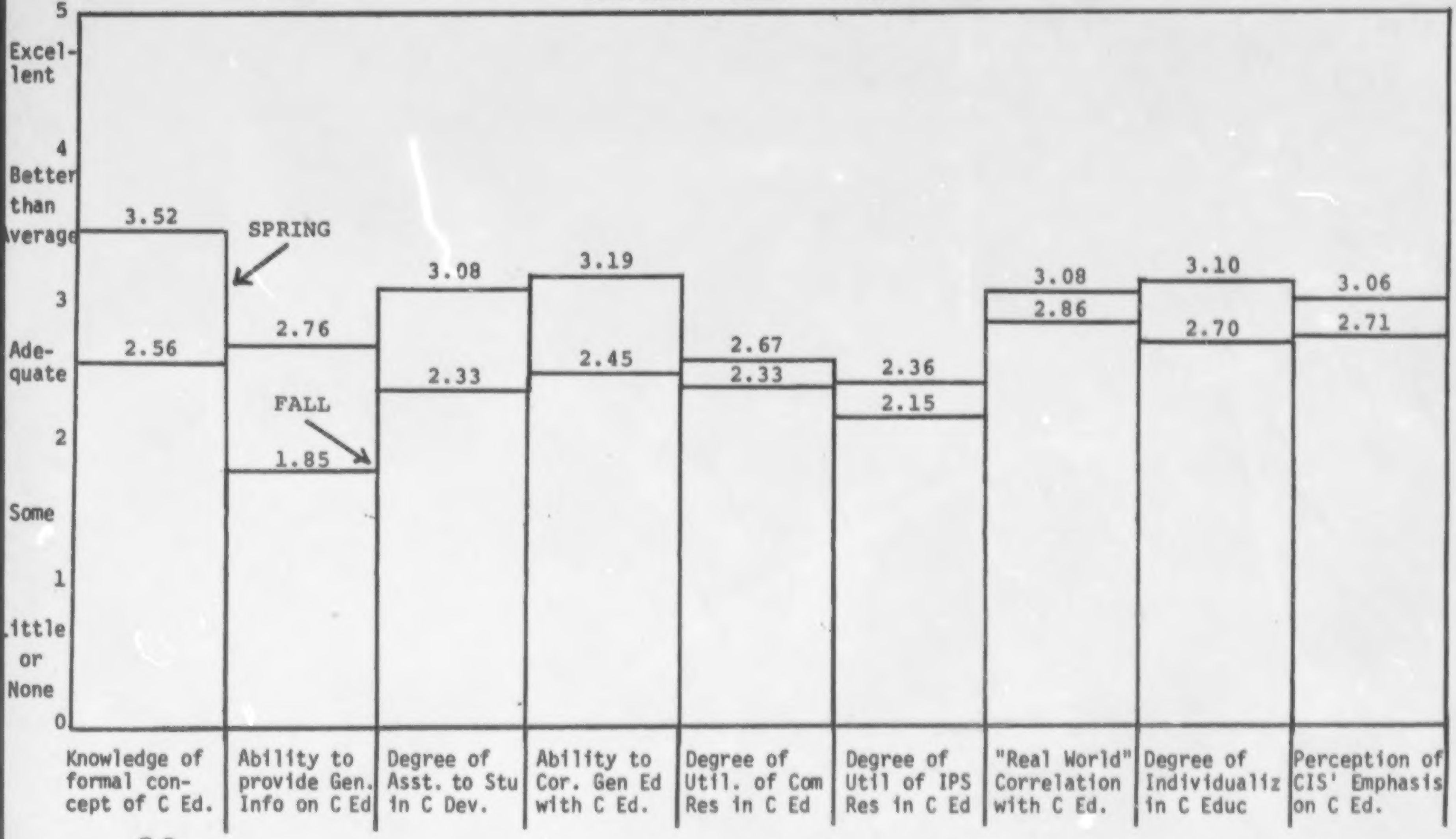
The staff rated themselves highest on knowledge of the formal concepts of career education. Yet, they were not so confident of their ability to communicate the general principles of Career Education. They felt their ability to assist students in career development and to correlate the general education curriculum with a career education program was adequate but not above average.

It was apparent that staff felt that there was insufficient opportunity to utilize resources available in the community and school system. This is also reflected in responses about opportunities available to correlate the career education program with the "real world" of work.

Graph 6

CIS STAFF SELF REPORTING QUESTIONNAIRE ON CAREER EDUCATION (1978-'79)

COMPOSITE-FALL & SPRING



Finally, the staff perceived the CIS' emphasis in the area of career education as adequate. (The post-survey was taken in May. It must be added that summer quarter reports by Unit Managers and journals by field staff in the Pottersville work program showed great studies had been made in utilizing community resources and in correlating the career education program to the "real world" of work. In fact, these two areas were rated, informally, as having made the greatest and most significant increases in staff's perceived abilities.)

1. As a result of attendance at conferences and workshops, information, techniques and resources acquired by the coordinators will be communicated to the rest of the staff and the effects will be visible in the implementation of the career education program.

   The program coordinators both attended the one directors' conference held in Washington during the program duration. Information was shared with the program staff at two separate staff meetings. Coordinators also attended a regional meeting conducted by Timeshare, and a national career education evaluation meeting conducted by CEEB. Each of these were also shared through workshops, administrative and unit meetings. The four state-wide conferences were not held. An on-site visit to the Atlanta Cities In Schools vocational/career education program was not made due to scheduling conflicts and management duties. However, Atlanta did send one representative from their program to observe Indianapolis' Project Business program. She wrote a comprehensive report, which was shared with the Tech staff. It gave an insightful look into this program.

   The program coordinators met weekly with the staff training coordinator to insure that inservice training met the needs of the career education program. Evaluation worksheets/questionnaires were completed after each major session (usually once a month). The tabulated results were used by the coordinators and trainer as a planning tool. Indications from these surveys and from the Staff Self Reporting Questionnaire were that adequate information, techniques, and resources were being provided to staff. It is felt by the coordinators and evaluators that the "middle" range of scores on the Self Reporting Questionnaire was due to the fact that this program functioned so smoothly as a part of the total CIS effort, that many staff did not see "Career Education" as a separate program. Since this was what was being strived for and the student scores reflected a highly positive result, staff scores were viewed as positive also.

2. As a result of inservice training, teachers and staff will have a better knowledge of career education, and will have a more positive attitude about career education.

As shown in Graph 6, on page 70, teachers rated themselves as increasing in knowledge about career education. Attitudes can be inferred from the wide variety of teacher-instituted infusion activities, the businesses developed as extra-curricular activities, and the development of the Pottersville summer program. In addition, the social service component of CIS at Tech developed mini-training sessions for all new students, sophomores, and juniors (those not getting Project Business) in job seeking and career development skills. They assigned one social service person per unit to be the Unit Job Developer.

All but two of the educators and facilitators attended the two-day workshop at McCormick's Creek State Park in November.

Consultant services were provided as scheduled.

3. As a result of staff activities, parents, students, adult advisors, and the school community will be informed about the Cities In Schools career education program and have a generally positive attitude about its goals.

Staff averaged one home visit per month to each caseload student during the program duration. The career education program was described to each child's parents/guardians. An open house was held each semester, and career education focus was explained fully at that time. Approximately 50% of the freshman students' parents went on a CIS "Green Carpet" tour of Tech High School. Newsletters were produced monthly rather than bi-weekly due to cost. By increasing the development time, a very professional product was achieved. (Copies maybe seen in Appendix C.)

Each newsletter had one or more articles specifically related to the career education program.

4. All project staff will be able to implement (according to their "family" position):

   a. Integration of academic knowledge and skills with career education training.

   b. Utilization of community resources and educational opportunities.

   c. Utilization of educational and training opportunities existing within Indianapolis Public Schools.

   d. Designing of a program based on "real world" activities.

   e. An individualized program (enabling students to develop into self-actualized, productive citizens).

The staff self-reporting questionnaire indicated that staff felt they moved from "low" and "average" to "average" or "better than average" on each of the five variables listed above. The least growth, as shown on the questionnaire, was in utilization of Indianapolis Public Schools and community resources in developing career education, and in correlating "real world" work experiences with CIS activities. However, evaluation of the development and implementation of Pottersville during the summer quarter (after the questionnaire was given) indicated that the greatest staff growth occurred in utilization of community resources and in the ability to correlate "real world" work experiences with the CIS program.

PROGRAM OBJECTIVES

1. Objective - Volunteer adult advisors will provide guidance and one-to-one assistance to program students in the planning, development, and implementation stages of Pottersville.

   Fifty-eight official adult advisors were recruited, rather than the 144 planned. However, there were a large number of "resource" persons who functioned in much the same capacity. The backgrounds, as seen in Tables 2, 3, and 6 were quite varied. They served as information providers in the planning and development stages of Pottersville, but because of the SYWP structure were not much involved in the actual implementation.

2. Sex and race bias in curriculum materials and in implementation of Pottersville will be non-existent.

   The Steering Committee designed an instrument (See Appendix E) to be used by staff in creating a bias-free classroom. Staff was trained in August in the use of the survey. The adult advisors and resource persons were recruited with an eye for non-traditional role models, although an actual list of use of such persons was not kept. Table 4, page 44, indicates the job assignments for Pottersville by race and sex. There was no racial bias determined in the summer program, but it can be seen that job assignments did follow traditional sex-stereotyped lines. For example, pre-school workers were all female, maintenance and delivery workers were all male. However, in those sites run by CIS, Urban Walls and P.S. 26, sex-stereotyping did not exist.

3. Objective - Dissemination of information will be planned and implemented so as to provide news of program activities and accomplishments to project students, parents, and to the community; and descriptive and evaluative reports will be submitted to the Office of Career Education on a quarterly basis.

Newsletters were published and disseminated monthly (see Appendix C) to students, parents, and to local and national programs and agencies interested in Cities In Schools. Quarterly reports were submitted to the Office of Career Education in January, April, and July.

No articles have yet appeared in state publications, but the Pottersville Manual (see Appendix B) has been printed and distributed to other CIS and national career education programs.

Very little totally new material was developed for this program. (See the write-up on Deliverable B for explanation).

DELIVERABLES

1. A descriptive manual will be developed on how Pottersville is designed and implemented. It will be planned as a model that other organizations/school systems can follow in replication. It will be submitted in triplicate to the Office of Career Education by August 31 of 1979. Cities In Schools will provide copies on a "printing cost only" basis to any schools or organizations requesting.

   The manual, "Pottersville: A Career Education Program," has been printed and distributed. Copies are available, at no cost, to any schools or interested organizations. (See Appendix B)

2. Curriculum materials developed or substantially altered in the adaptation process will be submitted, with the final report, to the Office of Career Education by August 31 of 1979. The development or adaptation process will be described and reported also.

   Very few curriculum materials were developed or substantially altered. Those that were definetely created by CIS are included in Appendix A. What was discovered was that although the CIS student is disadvantaged, usually a poor reader, and usually not highly motivated, there are a number of materials readily available for low reading, unmotivated, disadvantaged youth. The CIS staff is used to working with this type student, and was able to use commercial materials successfully, with little modification. This tactic was followed because of the one-year implementation period. It was felt that time spent creating materials was not as efficient as time spent developing an on-going career education program structure.

6. A final report will be submitted by August 31, 1979. It will include a composite review and analysis of the quarterly reports, as well as information gathered since the June quarterly report; a comprehensive evaluation of all program objectives; and descriptions of how linkages (both those existing prior to the Career Education program and those developed afterwards) with agencies and organizations were utilized to enhance program operations--i.e., Junior Achievement, adult advisors, Indianapolis Public School career education components.

The final report, as described, is herewith submitted.

CHAPTER IV - CONCLUSIONS

1. All student objectives were achieved.
2. The Project Business Opinion Survey needs further modification.
3. All staff objectives were met.
4. The method for collecting observations on student achievement/attitudes and staff development/attitudes was not as efficient and did not provide as much information as was desired.
5. All program objectives were met, with the exception of the total number of adult advisors being less than planned. It was felt that the reduced number of adult advisors was not detrimental to the program's achievement.
6. The deliverables were met as stated. It was found that development and adaptation of materials to meet what were perceived as unique needs of CIS students was essentially not required.

CHAPTER V - RECOMMENDATIONS

1. It is recommended that career education continue to be a focal point for orientation classes, programmatic activities, and the summer work program.

2. It is recommended that if observation is to continue as part of the evaluative assessment that a more structured and formal program be developed.

3. It is recommended that Project Business continue in Freshman Orientation classes.

4. It is recommended that if the differences made by Project Business are to be objectively measured, that the *Project Business Opinion Survey* (revised) be given to *all* CIS students. (The other evaluative instruments used in the program did not show any differences.)

5. It is recommended that the *Project Business Opinion Survey* be refined to measure more accurately what the program teaches youth. (CIS staff felt it was one of the most successful aspects of the entire career education program.

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Self-Directed Search, form E, John L. Holland. Consulting Psychology Press, Palo Alto, CA. Revised 1974

Gates - MacGinitie Reading Test, Walter. H. MacGinitie, Houghton Mifflin Co. Boston. 1978

Georgia Criterion - Referenced Test - Career Development, Educational Testing Service, Princton, New Jersey. 1976

Career Maturity Inventory, Book Two, John O. Crites. CTB/McGraw-Hill, Inc. Monterey, CA. 1978

Turner Career Guidance Series Revised, Richard H. Turner, Robert C. Doyle and Sidney Sorkin. Follett Publishing Company, Chicago. 1974

Project Business Consultant and Student Manuals, Junior Achievement, Inc. 1978

APPENDIX A

Curriculum Materials

Let's Go On A Trip

You will be visiting these cities:

Norfolk, Virginia
Raleigh, N. Carolina
Greensboro, N. Carolina
Knoxville, - short jaunt to Gatlinberg, Tennessee
Nashville, Tennessee
Memphis, Tennessee
Little Rock - Hot Springs, Arkansas
Oklahoma City, Oklahoma
Amarillo, Texas
Albuquerque, New Mexico
Flagstaff, Arizona
Las Vegas, Nevada
Bakersfield, California
Fresno, California
San Francisco, California

Research each state for the following information:

a. main produce crops, etc.
b. Recreational facilities
c. State bird
d. State flower
e. One Point of Interest
f. Draw a picture of each State flag

For each city find a job you would enjoy -- in doing this include these things:

a. location
b. climate
c. natural resources
d. population
e. modes of transportation
f. level of education or training required for your occupation

Do this in a neat book form -- DUE DATE APRIL 30!

3C & Co. Supervisor's Report

Supervisor ____________

Area ____________

Date ____________

G = Good
F = Fair
P = Poor

STUDENT Staff Member	Attendance	Cooperation	Attitude	Work habits	Interest	Efficency	In relation to others in grou	

Name ______

ob ______

3C & Co. Self Evaluation and Comments

Date ______

Rate your self in the following [illegible] good, fair, or poor. Be as fair to yourself as possible, but also consider how much better you could have done.

Area	Good	Fair	Poor
Attendance			
Cooperation			
Attitude			
ork Habits			
Interest			
fficiency			
relation to hers in group			

nswer the following questions on the back f this sheet:

. What were some good points about our business?
. What could we have done to make it better?
3. What did you learn by being involved in this project?
4. Consider the "5 M's" of production and state what we used in our business.
5. Do you think working with Junior Achievement helped you understand how a business should be run?

3C & Company

Est. Nov. 20, 1978

Employment Contract

I ____________ (print name) have taken the position of ____________ (job title) as of ____________ (today's date).

To fulfill my duties I must do the following services: ________________________________

____

________________________________.

I understand that I will be evaluated by my supervisors and faculty advisors, and that my fulfillment of this contract will constitute one half of my third six weeks grade.

Signed ____________ (signature)

Witness ____________ (faculty advisor)

Murth Ramsey
5C

CAREER EDUCATION REPORT

March 5th

We worked on career books, choosing a job.

March 6th

Oral reports were given on careers.

March 7th

Oral reports continued.

March 8th

Project business handbook was worked on.

March 9th

Playback of video-tape on student created skits.

March 12th

Worked on career cluster brain game questions.

March 13th

Nutritionist gave presentation.

March 14th

Speaker from Crisis and Suicide Intervention spoke.

March 15th

Career books covered.

March 16th

Quiz given on speakers for the week.

March 19th

Career cluster brain game worked on.

March 20th

Career cluster brain game questions were completed by students and gone over.

March 21st

Career books covered.

March 22nd

Students organized class activities.

March 23rd

Presentation of intra-force to be used; get students to investigate careers.

March 26th

Career cluster contest questions reviewed.

March 27th

Same as above.

March 28th

First brain game match

March 29th

Second brain game match

March 30th

Don Welton's presentation on the courts and juvenile law

Career Emphasis
Family 6C
Jan. 8, 1979 - April 13, 1979

I. In January, we focused on "Making Life Adjustments" and "Personal Finances."

   A. Making Life Adjustments

      1. Wheel of Fortune - Students listed on a large circle events that could alter one's plans. Then, each student in the class spun the wheel and wrote a paper telling how he would adjust.

      2. Speaker: Midtown Mental Health Center "On Being an Adolescent."

      3. Film: "Free To Be ... You and Me" -- on being an adolescent, decision making.

      4. Workbook: Training for a Job, selections in which workers had to make decisions.

      5. Activity: "What's My Line" a career game in which students guessed occupational titles.

   B. Personal Finances

      1. Project Business

      2. Checkwriting

      3. Budgeting

II. February

   A. Mock job interviews -- Burger Chef

   B. Sorting out character qualities

   C. Understanding apprenticeship programs

   D. Human Relations activities

   E. Workbook: Training for a Job

   F. Speaker: Careers in Building Trades

III. March

A. Current Events as they relate to the world of work

B. Understanding our legal system -- classroom trial

C. Consultant -- James Powell, attorney

D. Speaker: Crisis Intervention

E. Speaker: Nutrition

F. Program: Alcoholism, films, speakers

Career Awareness Books
Changing Times Education Service
1729 H. Street, N.W.
Washington, D.C. 20006

These books represent varied low reading levels. Five copies of each were ordered.

- Pro Basketball Player
- Safety Engineer
- Shoe Repairer
- Office Worker
- Meteorologist
- Dry Cleaners
- Building Maintenance Worker
- Television News Broadcaster
- Industrial Nurse
- Contract Cleaner
- Market Researcher
- Ecologist
- Electrician
- Physical Therapists
- Truck Mechanic
- Cabinetmaker
- Photographer
- Congresswoman
- Tour Director
- Tool and Die Apprentice
- Fashion Designer
- Sales Representative
- Instrument Repairer
- Plant Guard
- Advertising Copy Writer
- Production Planner
- Electronic Repairer
- Real Estate Broker
- Child-care Attendants
- Airplane Machinist
- Accountant
- Camera Technician
- Recreation Leader

Follett Publishing Company
Customer Service Center
Box 5705
Chicago, Illinois 60680

The Turner Career Guidance Series, Revised

- Wanting A Job- 250 copies
- Training For A Job - 250 copies
- Starting A Job - 250 copies
- Looking For A Job - 250 copies
- Holding A Job - 250 copies
- Changing A Job - 250 copies
- Teacher's Guides - 8 copies

The Turner - Livingston Reading Series, Revised

- The Town You Live In - 50 copies

APPENDIX B

Pottersville Handbook

POTTERSVILLE

A Career Education Program
Indianapolis Cities In Schools

TABLE OF CONTENTS

I. Cities In Schools -- Background and Structure
II. Why Pottersville?
III. Structure of Pottersville
IV. Pottersville . . .And How It Grew
V. Summertime In Pottersville
VI. How Teachers Can Evaluate the Pottersville Experience
VII. Summary
VIII. Bibliography

CITIES IN SCHOOLS
BACKGROUND AND STRUCTURE

There was a need for a coordinated effort to deliver career education in and out of the classroom for students in the Cities In Schools program at Arsenal Technical High School, one of the largest urban high schools in the United States. As an answer to this need, Pottersville was created. To comprehend Pottersville, one must first understand Cities In Schools.

The overall goal of Cities In Schools is to enable public education and organizations serving children and youth to be integrated and coordinated at local educational sites. If done properly, a more holistic, personal, and accountable service delivery system to needy children, youth, and their families will result.

Historically, most education and other service programs have operated in isolation. Scouting and youth club workers usually do not work closely with probation officers; job developers usually do not work closely with mental health workers; community police workers usually do not work closely with public health nurses. Because none of these efforts are closely tied to each other and to the educational system, people in need do not obtain the quality of assistance they need and deserve.

This isolation has proven to be painful as committed workers confront problems in their wholeness with a resource that can address only a part of the problem. The situation becomes particularly acute in its impact on the educational development of those persons from lower-income families. Every day teachers in Indianapolis' inner-city schools attempt to meet the educational needs of their students. In many cases, erratic attendance, disruptive behavior, poor reading skills, etc., interact to make the goal of providing a basic education for these students unreachable.

The target community for this project is the city of Indianapolis and Marion County (together under Uni-Gov, comprising one unit of jurisdiction) with particular concern for the population of the inner and near inner-city. The target population has their social needs addressed through a fragmented delivery system that fails to make the needed integrated impact upon the clients of these services. Many urban problems are described in this model as resulting primarily from breakdowns in poor families and neighborhoods. Traditional services which treat symptoms such as unemployment, health problems, poor educational performance, criminal justice problems, and counseling needs separately, only help to speed the disintegration of neighborhood, family, and the personality of the individual. This patchwork of uncoordinated services also results in programmatic duplication and inefficiency, since various service providers cannot know about, and build upon, each other's efforts. The result is scholastic defeat.

The Cities In Schools project attempts to eliminate this dysfunction by breaking the client population down into small manageable units (a part of the school) and by addressing the problems represented in these units by intensive application of coordinated and mutually supportive services.

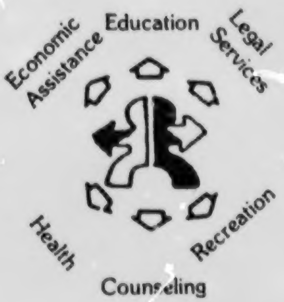
In September 1974 Tech 300 - Cities In Schools, in cooperation with the Indianapolis Public Schools, piloted a project for an innovative, realistic approach to solving the problems of educating urban youth. Project Propinquity*, as it was called, applied the concept of integrating educational and social service resources at an inner-city high school level to meet the needs of urban youth more effectively.

At the Project, social service resources are brought to the school site in the form of agency staff with expertise in dealing with inner-city youth. The structure of the Project provides the opportunity for existing human service resources to come together with educational resources. Youth are enrolled in and required to attend a local school. Consequently, that local school serves as a logical base for the youth, the teachers, and the professional staff to work together daily for improved education and delivery of social service.

Figure 1 illustrates the traditional structure. The resources available to serve youth and children are not coordinated. They lack propinquity. Also, the structure requires the client to both locate the resources which are available to meet his/her needs, and to then initiate the relationship.

(Figure 1)

PRESENT FRAGMENTATION IN SERVICE DELIVERY



LACK OF COORDINATION
--the client is unable to get comprehensive needs met in one place.

LACK OF PERSONALISM
--the client is constantly meeting new people and is unable to build relationships.

LACK OF ACCOUNTABILITY
--no one is held responsible for failure or rewarded for success.

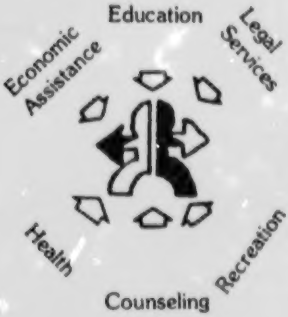
LACK OF HIGH MORALE
--both client and staff get discouraged by lack of results.

***Propinquity** *- a nearness of place, time and relationship. . .proximity, affinity or nature, similarity, to be near, to have people know and understand because they are close to you . . . a sense of communication, interaction and community.*

Figure 2 describes **propinquity** which takes the resources of the city into the schools. All personnel continue to be employed by and accountable to their respective employers, but when they go to work, they go to the school where their customers by law are required to be. There they team up with teachers and integrate their efforts.

(Figure 2)

PROPINQUITIZED SERVICE DELIVERY



COORDINATION
--is provided.

PERSONALISM
--is achieved and fostered.

ACCOUNTABILITY
--is created with both the workers and the students.

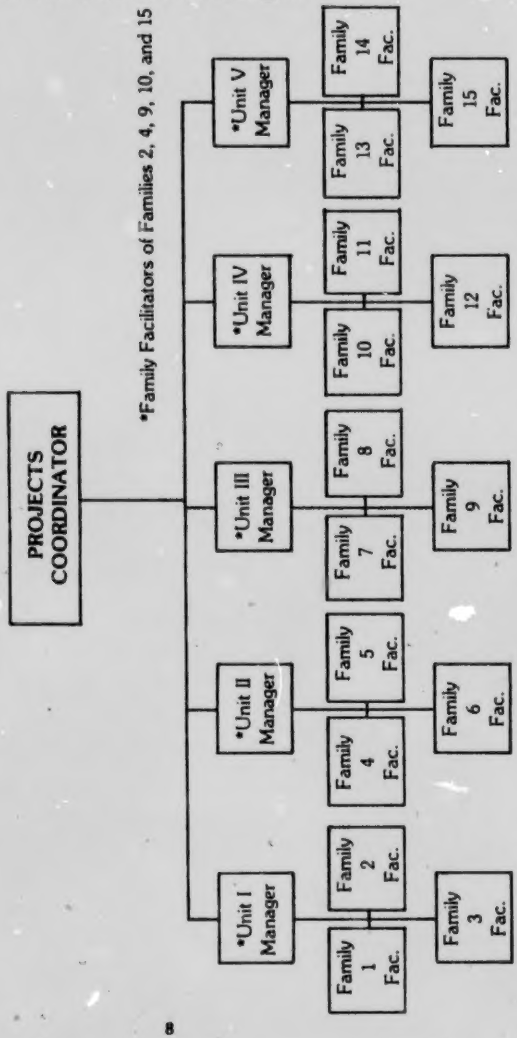
HIGH MORALE
--is enhanced.

The propinquitized service delivery structure offers four immediate major benefits: 1) it **coordinates** the impact of everyone involved; 2) it **personalizes** the services so that with additional personnel, more informed staff spend more time with students; 3) it **accounts** for staff efforts more readily by assigning a small group (ten students) to each staff for primary responsibility; 4) it **raises morale** by giving teachers and social service workers in the inner-city a daily opportunity to share the complex problems of their student/clients with a team of colleagues.

Many agencies and institutions participate directly and/or indirectly with the Cities In Schools program. Many of these organizations release staff to work with Cities In Schools on the multi-disciplined team. These linkages are indictive of the public and private support of the Cities In Schools concept. Staff from these agencies and institutions are an integral/equal part of the team. As such, they are included with all staff in the inservice training for career education, and contribute to the program the skills and expertise they bring with them and those staff develop during the course of the year.

The organizational structure of the overall Cities In Schools program at Arsenal Technical High School, the site of the Pottersville career education program, is described on Chart 1. There are two freshmen units, two sophomore units, and one junior unit. Each unit has three families. Each family consists of approximately forty students and four staff. The four family staff include a facilitator (who coordinates overall family activities), a programmatic person who coordinates extra-curricular activities and trips), a social service worker, and an educator. A facilitator from one of the three families in each unit serves as Unit Manager.

CHART 1
Arsenal Technical High School
Operational Structure
Tech 300 Program
INDIANAPOLIS CITIES IN SCHOOLS


PROJECTS COORDINATOR
*Unit I Manager
Family 1 Fac.
Family 2 Fac.
Family 3 Fac.
*Unit II Manager
Family 4 Fac.
Family 5 Fac.
Family 6 Fac.
*Unit III Manager
Family 7 Fac.
Family 8 Fac.
Family 9 Fac.
*Unit IV Manager
Family 10 Fac.
Family 11 Fac.
Family 12 Fac.
*Unit V Manager
Family 13 Fac.
Family 14 Fac.
Family 15 Fac.

*Family Facilitators of Families 2, 4, 9, 10, and 15

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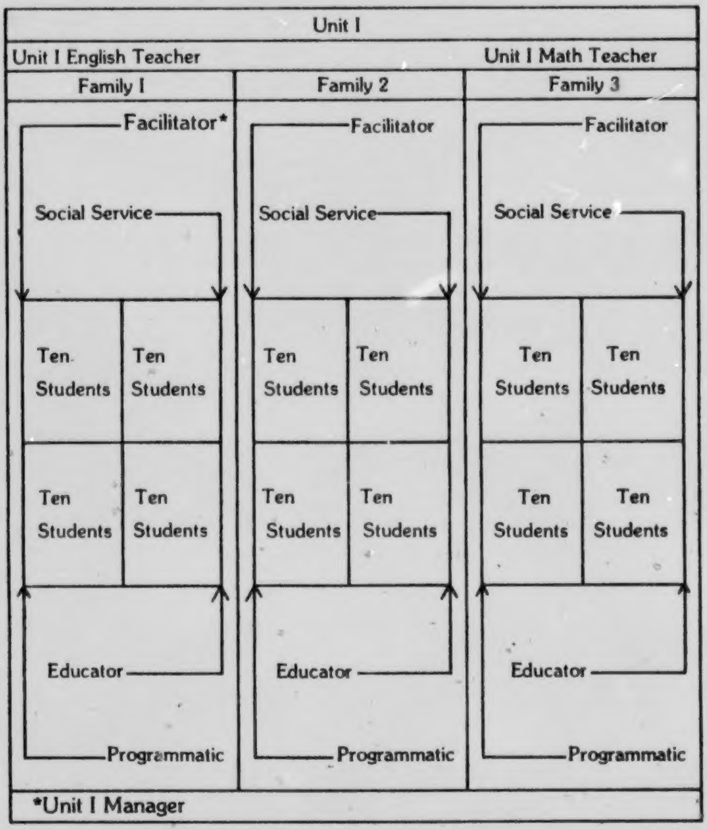
Since the structure of each of the five units is identical, Chart 2 viewing Unit I is representative. As indicated, a unit is composed of three families, each family representing forty students guided by four adult staff. Each unit also has an English teacher and a math teacher to teach that particular content to all of the students in the unit. These two teachers have no other students throughout the day, as their total student population has been scheduled from their particular unit. In the case of sophomore units, a health teacher is also assigned to the unit and in the junior unit, a social studies teacher is assigned.

CHART 2

Unit Structure
Tech 300 Program
INDIANAPOLIS CITIES IN SCHOOLS


Unit I
Unit I English Teacher
Unit I Math Teacher
Family I
Family 2
Family 3
Facilitator*
Social Service
Ten Students
Ten Students
Ten Students
Ten Students
Educator
Programmatic
Facilitator
Social Service
Ten Students
Ten Students
Ten Students
Ten Students
Educator
Programmatic
Facilitator
Social Service
Ten Students
Ten Students
Ten Students
Ten Students
Educator
Programmatic
*Unit I Manager

Selection of student participants is determined by the school administration (counselor or principal) along with the Project Director. Students are selected on the basis of low academic records, poor attendance, and need for social services. Students and parents give written consent to participate in the project. Staff recruits incoming freshmen during the summer quarter, meeting with each potential participant and his/her parents on a home visit.

All freshmen and sophomores in Cities In Schools reading below the sixth grade level are scheduled into a reading class that meets daily for one 40-minute period. Credit is issued for the successful completion of this course. The junior students reading below the fifth grade level will be scheduled into the "Basic Techniques of Reading" class where they will be taught reading while earning one required English credit needed for graduation. The skills of reading will be meshed with career education materials.

All freshmen participants are enrolled in an "Orientation" class, the focus of which is career education. It was in this class that the initial Pottersville activities took place. In the other content subjects, career education is infused. Each class offers all students in the class an opportunity to do independent study in the career area and report back to the teacher in a manner fitting the class content (e.g., a paper for English, a series of charts and graphs or percentages resulting from research or math, etc.). Extra credit is issued by the teacher to each student who successfully completes the independent study. All independent study focuses on the planning and organization of Pottersville and its delivery of human services. The motivation/rewards for independent study will be an opportunity to boost grades.

Table I lists the courses managed by Cities In Schools staff for Cities In Schools students, indicates the grade level at which they are conducted, and shows the percentage of participants of them.

TABLE 1

Percentage of C.I.S. Students in Orientation and Project Courses

FRESHMEN		SOPHOMORES		JUNIORS	
*Reading	98	*Reading	75	*Reading	30
*Orientation	100	Math	40	Math	10
Math	100	English	100	*English	100
English	100	*Health	100	*Social Studies	80
		*Drug Education	100		

*Classes where planning and organization of Pottersville is most likely to take place.

WHY POTTERSVILLE?

Pottersville was developed to benefit students, the community, and staff.

The students reap benefits in the following ways:

1. They are given a practical motivation for regular, prompt attendance at school, a modeling for future work ethics.
2. The practical need for mastering the content courses is spotlighted.
3. The student is offered tools to use in the world of work.
4. The student is given the opportunity to meet community adult participants in the world of work.
5. The students are made aware of community agencies and can develop an appreciation of the progress that is entailed in the delivery of human services.
6. Students are made aware of career opportunities that are available in the community and the education that is necessary to compete for these jobs.
7. The students have the opportunity to benefit from experiential learning outside the classroom structure.
8. Through career awareness, students are better capable of making decisions regarding their future working life.

The community benefits are:

1. Students, the future adult citizens of the community, take advantage of the provided education to better prepare themselves for financial independence.
2. The clients served by the community agencies are made more aware of the services available and can better appreciate the community services.
3. The community's career options are presented to the student, bringing forth a sense of community pride in the student.
4. Community employers receive a more prepared, mature entry-level employee because of the employee's previous career awareness.

The staff benefits derived are:

1. Staff are provided a means of coordination of integrated services toward one common goal, that being career education.
2. Staff receives assistance in building relationships between staff and their caseload students and families.
3. The opportunity to mesh each staff's expertise with that of other professionals through the infusion of career education in and out of the classroom is provided.
4. Infusion provides an impetus to motivate students to higher levels of success.

As Pottersville was created, the time frame used was two academic semesters and one summer. Although it is felt that this is ideal, the calendar year can be adjusted to fit personal needs or existing guidelines.

Pottersville was created to meet the need for a coordinated effort to deliver career education in and out of the classroom for students in the Cities In Schools program at Arsenal Technical High School, one of the largest urban high schools in the United States.

Regular, prompt attendance at school is not the normal mode for many of our students. For some, peer pressure dictates that cutting classes or wandering in to class late is the "in" thing. As a citizen of Pottersville, students are made aware that habits formed in school are carried over into adult life. In order to get and keep a job, students must practice at school what will be demanded in the world of work. Work ethics are such that no employer will condone habitual tardiness or absence. With an eye to their future, students have a practical motivation; for regular, prompt attendance at school.

The relevancy of many of the basic high school courses escapes the student. The infusion of career education into these content courses (English, reading, health, orientation, drug education, U.S. history, and math) has brought a meaningful focus to the student. Learning for learning's sake is not a popular goal. Learning to prepare oneself for a good job that will bring about the means to a better life is a much more understandable goal. The necessary tools of a good basic education take on more practical meaning to the students. The opportunity to meet community adult participants in the world of work gives the students a touchable reinforcement to the demands and benefits of career preparation. Sometimes, students hesitate believing a teacher who presents guidelines or options for future work. An adult currently involved in that career gives credence to the classroom lesson as they visit the class, explain their job, the requirements necessary to get that job, and the work ethics involved to hold that job. These adults can answer questions about their careers, as well as spotlight other opportunities in their business.

Many of the students and their families are benefactors of various agencies in the community. Their knowledge of these are often very vague. Making the students more knowledgeable of these agencies and the career opportunities available within the human service delivery system brings about an appreciation of the system and those who work in it. Again, the students are taught the educational requirements needed to hold various positions within this career cluster. Classes at school become more meaningful as a step toward a more productive future.

Many adult advisors from the community welcome the student to visit the job site and shadow for a short period of time. The opportunity to see the job in action is more beneficial to the student and helps the student in the decision-making process involved in choosing a career. For a student to see the job site and decide he/she does not want to work in that business is a very positive lesson. It is better that the student knows what she/he does not like before taking the job than after. During the summer, the student is given the opportunity to work at a job site with release time for career education to be delivered formally one-half day per week.

The cost of education is realized by the community. This cost can be exorbitant if the money is spent and those for whom the money is allocated do not take advantage of the education. Pottersville offers encouragement to the students to not only attend school regularly, but to use the knowledge that can be attained as a step toward career preparation. The eventual attainment and holding of a good job will make the student, the future adult citizen of the community, able to be financially independent. This financial independence will mirror itself in decreasing welfare rolls and give that person self-pride as well as a feeling of being an active, productive citizen adding to, rather than taking from, the community.

The old adage that the grass is always greener on the other side of the fence can be applied to communities. Often, members of a community fail to appreciate where they are and the advantages that are offered. By presenting the many, varied career options available and introducing working members of the community to the youth, the community becomes more than just a neighborhood. It can be shown as a cultural melting pot that blends all types of people into an exciting, generating community on the go. The opportunities are endless. To discover the community as it exists is an enlightening experience, but to know that you can have a part in the future dreams and growth of your community is stimulating. Accepting ownership for part of this growth, through the grooming for a future career, brings about a community pride that can be reflected far beyond the community borders.

One of the purposes of Pottersville was to impact the content areas of Cities In Schools (education, social service, recreation, and youth work) and offer the support staff an area of involvement with the student that meshed the staff's expertise with the formal education of the student at the high school. The common goal of career education in and out of the classroom permits these professionals to integrate their services to the students and their families in a coordinated manner. Since personalism is a primary ingredient in building relationships between staff and their caseload students and families, the future success of the student in the world of work can be a common starting point for relationship building. Parents tend to respond positively to honest interest and aid given their child. Students react in an affirmative manner when unpressured focus is on them.

The blending of adult workers with classroom work enables valuable contacts to be made within the community. These contacts can enhance the learning opportunities of future students as the contacts are developed and utilized within the program.

STRUCTURE OF POTTERSVILLE

Pottersville was designed to have four primary aspects: 1) Participation, 2) Education, 3) Guidance, and 4) Volunteer Adult Advisors. An explanation of these four primary aspects follows:

1. Participation

Students were involved in creating a human service delivery system. The delivery of human services was selected as the area of concentration because (a) the overall system involves millions of jobs in America, (b) government and service jobs are the fastest growing sector in the American economy, and (c) human service delivery systems have great impact on urban youth because so many areas of their lives are dominated by institutional systems.

Students, after an adequate amount of classroom orientation, including career awareness, exploration, and decision-making, began to make choices from the human service delivery area in which they most wanted to work. These areas included:

Nine Service Areas	**Potential Projects**
a. Education	Tutoring younger students
b. Social Service	Working with senior citizens
c. Recreation and Culture	Taking small children on field trips
d. Employment	Defining some aspect of job development which youth could do (role-play interviews, personnel office functions, job counseling)
e. Environment	Repair program for some urban housing
f. Legal	Peer counseling for some probation youth
g. Medical	Working on some aspects of preventive care (dental, immunizations)
h. Administration	Developing a new intake form for some aspect of bureaucracy (i.e., learning center, class management)
i. State	Developing a department of State to work on our relationships with Federal, State and City government and private agencies.

The nine service areas identified were collapsed into four primary divisions in each family in each unit. Beginning with the freshmen orientation class in fall quarter, each student chose to be in the Education, Social Service, Recreation, or Legal Division. "Administration" and "State" areas were included in any of the above four divisions; "Medical and Employment" was included in the Education Division. In this way, each family-structured class offered its students participation in any of the nine service areas. Each of the four family staff was responsible for coordinating classroom and extra-curricular activities in one of the four primary divisions.

The overall human service delivery system was developed and operated by the students, with staff as advisors and motivators, and included activities in the four primary divisions which covered all nine service areas. The totality of activities simulated a city government--Pottersville.

2. Education

The Cities In Schools program has an orientation class which is already built into the program:

a. Each "family" of forty students must attend the same orientation class for 40 minutes each day.

b. Supportive staff from the program (social workers, programmatic staff, and youth workers) are already assigned to this class. Under the guidance of the educator in the class, each support staff works with a group of ten students in the classroom. This enables more individualization and one-on-one help that the educator could not provide if working in the room alone.

c. Career education emphasis is the focus of the existing orientation classes. The Turner Career Guidance Series published by Follett Publishing Company was used. In progressive order, one workbook was spotlighted each six-week period. In addition, values clarification, work ethics, personal finances, and communication was interfaced. The three staff working with the Vocational Exploration Program (VEP) provided some of this input and developed many of these materials as a product of working with VEP during the pre-planning stage.

d. School-year planning and in-class activities were more structured at the freshman level. At freshman, sophomore, and junior levels, independent study for extra class credit was provided in classes indicated in Table 1. Therefore, the career education opportunities were designed so that both knowledge and course credit were attained at all three levels.

3. Guidance

Each student received intensive, one-on-one help from support staff and adult advisors.

a. **Support Staff**

Because of support staffing, as seen in Chart 2, the family caseload of students is one staff to ten students. In the summer, with the reduced number of students, caseloads drop by one to five. Support staff guidance:

(1) provides the opportunity to do many special programs in career education which would not otherwise be possible without additional staff (e.g., Project Business, independent study, orientation class, career exploration trips, etc.).

(2) brings the expertise of their divergent backgrounds (e.g., Community Addiction Services Agency, Ball State University, Near Eastside Multi-Service Center) into the classes, thereby allowing a many-faceted view of the subject.

(3) provides the chance to integrate a greater variety of activities because of the diversified backgrounds.

b. **Adult Advisors**

The adult advisors were recruited during the school year. Adults in responsible positions in the nine human service delivery areas volunteered to give friendship, guidance, and career planning help to the Pottersville participants. It was planned to recruit at least sixteen adult advisors for each of the nine service delivery areas, and they were to be known as that area's task force.

For example, the Legal Task Force included:

Professor in law school
Student in law school
Pre-law student
A variety of lawyers in private practice
A judge
Lawyer in a corporation
Police officer
Probation officer
etc.

c. **Educators**

Educators provided guidance in the selection of curriculum geared to the support of Pottersville activities and in the assigning of independent study activities, which enhanced involvement in Pottersville as well as implemented the overall infusion process.

d. **Facilitators**

The facilitators provided guidance to their caseload, to the family of students, and to the staff of their family in all aspects of infusion and Pottersville.

4. Adult Advisors

We asked the adult advisor to accept the following guidance responsibilities:

a. To be available to help a student with any problem that he/she might encounter as he/she attempts to perform duties in Pottersville.

For example, a youth training in peer counseling out of the legal division of Pottersville might call a probation officer for advice on counseling with parents of a student on probation.

b. To agree to expose the youth to his/her vocational life through tours and discussion.

For example, a public health nurse could invite a youth to spend one afternoon shadowing his/her job.

c. To agree to act as a job referral source for Pottersville. Many times people come across job openings through professional or personal contacts. These employment opportunities would be referred to the employment division of Pottersville.

d. To contribute ideas that could be developed by the youth operating Pottersville.

For example, an English teacher might suggest some creative curriculum that is incorporated into the tutorial program of Pottersville, or a president of a local block club may suggest Pottersville's assistance to this club's efforts to up-grade their neighborhood

e. To be available for two contacts per month, in person or by phone, arranged by the advisor and the student(s).

f. To be available for contact through the middle of August.

In sum, we asked each adult advisor to agree to spend time with youth and attempt to help with career awareness and decision-making as previously outlined. As a volunteer venture, we were grateful for their consideration and their assistance.

The Pottersville structure extended to summer activities. In the summer, the regular classroom aspect of Cities In Schools is suspended and program activities center around a more extensive implementation of Pottersville. Funding to provide summer stipends for participating students was received from the U.S. Department of Labor with the prime sponsor being Indianapolis Division of Employment and Training through the Summer Youth Work Program. The experience students gained during the school year enabled effective plans to be made operational. All summer activities were underway by the third week of June.

Staff development and training was also included in the Pottersville structure. Training of all staff began the week before the opening of the school year. Workshops incorporating various Career Education resource persons dealt with the following subjects:

1. Infusion of career education concepts into the curriculum
2. Key concepts of career education
3. Individualizing curriculum and instruction
4. Functional reading and tutorial techniques
5. Background history of Career Development
6. National Alliance of Businessmen Awareness Training
7. Target setting

Regular monthly staff development activities were held one afternoon each month during the school year with outside consultants contributing to or actually conducting the sessions. In our effort to familiarize students and staff with the values of a work-oriented world, such areas as self-awareness and exploration, career awareness, and work values were featured topics. Eliot Wigginton, from Raben County, Georgia, presented the "Foxfire Concept." Two workshops presented by the Department of Public Instruction focused on the area of sex bias. There were also workshops that covered the areas of managerial training, interpersonal communication, and evaluation techniques.

A two-day, off-campus, training session for educators and facilitators took place during Teachers' Professional Days in October. The training, held at a state park, dealt with Career Education infusion and the concept of Pottersville.

An arrangement was made to have a consultant from Ball State University available on a regular, prescheduled basis so that staff could request individual or small group assistance for one to three hours on a scheduled consultant day.

The structure of Pottersville provided for the formation of a Steering Committee are:

1. To help keep the project on task
2. To aid in community awareness
3. To assist in developing guidelines for dealing with sex and racial stereotyping
4. To provide community input into the project

The composition of the Steering Committee represented various areas of the school and business community. The members included a director of educational programs for a large national organization (non-business), a director for a local youth employment agency, a state coordinator for reduction of sex bias, the career education director, several people from the business community that have a career education background or interest, several people active in career education from the state and local levels, parents, students, and teachers involved in the program.

The Steering Committee met on a regular basis with a specific task to accomplish between sessions. The chairperson of the Committee made periodic contact with the members. The tasks included finding speakers in various fields for the classrooms, public relations for the career education project, research and production of a checklist on stereotyping, research and production of a list of women in non-stereotype jobs who would be available for student contact, and to offer suggestions for direction of the project in the specific areas of training.

In summation, Cities In Schools feels that there are numerous benefits derived from the Pottersville concept being the central focus of program inplementation. Through this concept, a more relevant curriculum for students evolved. Students' feelings of self-worth were enhanced and they had the opportunity to learn to help others while learning, receiving academic credit, and earning. Students and staff were exposed to the development of an exciting, vital career education. Opportunities to correlate the world of work with the content areas of the school classroom were afforded. Students received an in-depth exposure to a wide spectrum of career alternatives, and had the opportunity to develop work ethics.

POTTERSVILLE AND HOW IT GREW

It all started in August, the week before school opened. Staff received their first introduction to Career Education and heard the words "infusion" and "Pottersville" used frequently. During the staff training sessions, the Pottersville concept was explained. It was a lot to assimilate and puzzled looks were followed by stares of disbelief. To imagine that such a mind-boggling concept could be nurtured to a successful product was beyond comprehension of many of the staff. As the training continued, staff began to understand, but with this initial understanding came many questions and concerns. It was time to divide the staff into their area of expertise, their content area, and develop how each individual content would participate in Pottersville.

Since each Family is guided by four adult staff, it was decided to collapse the nine service areas of Pottersville into the four divisions of education, recreation and culture, legal, and social service. The education division would also include environment, the social service division would include medical and employment, and all of the divisions included administration and state. It was now time to take the Pottersville concept into the classroom. The mode of presentation was left to the creativity of the staff who plan their daily orientation class. An excellent example of this presentation was developed by Suzanne Rea, a freshman educator. It was as follows:

POTTERSVILLE

Pottersville is a simulated town in which all students will participate. It is designed to get students involved in the community and to provide experiences in providing services to others.

In Pottersville, as in any city or town, there are four main areas of employment. These are Education, Social Service, Recreation, and Legal Services.

Each student is to choose one area in which he would like to participate. The student will join members of that group to do various types of activities. Some of these may include class presentations, plays, writing down information to share with others, and doing volunteer work in the community. Each group may choose the activities that they want to do.

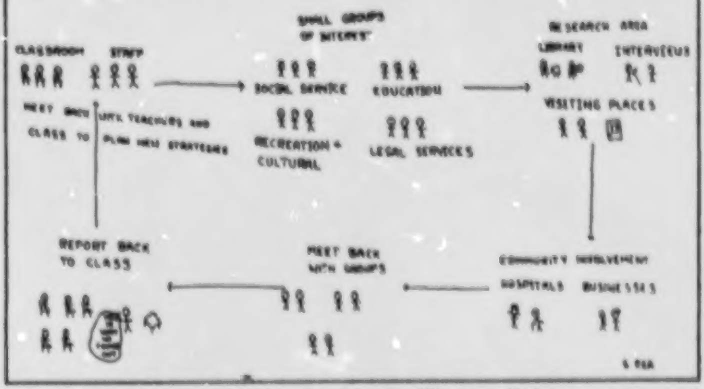
There will be an adult advisor who oversees the group's activities, and guides the group when needed. The advisor will be the person the group consults when they have questions.

- -

The area in which I choose to work is

Signed ______________________

POTTERSVILLE


SMALL GROUPS
OF INTEREST
CLASSROOM
STAFF
SOCIAL SERVICE
EDUCATION
RECREATION + CULTURAL
LEGAL SERVICES
RESEARCH AREA
LIBRARY
INTERVIEWS
VISITING PLACES
MEET BACK
CLASS TO
WITH TEACHERS AND
PLAN NEW STRATEGIES
REPORT BACK
TO CLASS
MEET BACK
WITH GROUPS
COMMUNITY INVOLVEMENT
HOSPITALS
BUSINESSES

Enthusiasm began to build as the citizens of Pottersville became more and more involved in learning about careers. Many members of the community visited the classrooms to share their job with the students. Activities, begun in the classroom, were often extended to after-school hours.

It would be impossible to relate all of the classroom activities relating to career education infusion. Perhaps the following examples will aid the reader in getting a glimpse of some of the projects and share in some small way the feelings and attitudes of the students involved. Jayeen, Archie, Buck, Ardella, and Prudie are fictitious names, but they represent the peer group's attitudes and progress.

JAYEEN

As a freshman citizen of Pottersville, Jayeen attended Orientation class daily with the other 39 members of her Family and the four adult staff that guided them. It was with mixed emotions that she received the news that one day a week for an entire semester a local businessman was going to teach the class. Because of the size of the class, two groups were formed to meet in separate rooms with the representative from Project Business.

Project Business is a nationwide program sponsored by Junior Achievement. Jayeen learned that this program is designed to bring the world of business into the classroom. This resource person from the business community, working with the teacher and staff, shares with the students a practical approach to the following topics:

1) Economics
2) Money and Banking
3) The Market System
4) Financial Statements
5) Choosing a Career
6) Consumerism

As the weeks progressed, Jayeen was acquainted with the term economics and what it means. She began to understand the American economy dealing with how goods are produced, supply and demand, the market system, the stock market, and social security. Jayeen felt very grown up when she could talk to her family and neighbors about a heretofore adult subject. Never having had much money, Jayeen was very interested in learning how to write checks, making deposits, and keeping records. The little money she earned by babysitting took on a new prospective.

Everyone in the class enjoyed the field trips to the large manufacturing firms to see the production of goods and the various types of jobs that were available for both men and women. Jayeen was fascinated with the assembly lines. The highlight of her travels was the invitation to attend a dinner with the Kiwanis Club to talk with businessmen ranging in careers from gas station attendants to doctors and lawyers.

Learning is a wonderful thing, but applying what you have learned is another skill. With these thoughts in mind, the Project Business consultant and the staff created "3C and Company." The purpose of this business, created in orientation class, was to put into use the ideas that had been presented in working with Project Business.

The students selected a product that they wanted to make. Since the holiday season was approaching, the students decided to produce Christmas ornaments. In order to finance this venture, stock in the company was sold to the students. It was decided that this would be a profit-sharing venture, profit determined by the amount of stock purchased by the individual student. Everyone was given a job in one of the following areas:

1) Assembly line - actual production of goods
2) Advertising - made posters and wrote ads
3) Office workers - helped out where needed
4) Salespersons - sold goods
5) Supervisors - one for each area to keep attendance
6) Stockbroker and Treasurer - sold stocks - issued certificates kept records of bills and assets
7) President - kept everyone working and "happy"

Stock sales boomed, and Jayeen was excited as materials were purchased with the money from the stock sales. The goods were actually produced as the members of the assembly line diligently worked to fill the supply and demand needs. When the final sale was made, the class eagerly awaited the financial report. It was time to collect dividends on the stock.

"3C and Company" concluded with evaluations. Each person evaluated self, staff, and supervisor in their area. All of the students answered questions and gave comments about the entire process. For the first time, Jayeen viewed evaluation as a positive, growing experience.

At the end of the semester, Jayeen had learned a lot about business. Her business vocabulary had grown and become her own through use in daily conversation. The experiential learning through participation in "3C and

Company" was such that she would not soon forget what the world of business was about. These citizens of Pottersville felt pleased with their accomplishments.

ARCHIE

Archie is a sophomore student. He has completed one year of Basic Math and is now enrolled in a General Math class taught by Mr. Dewey Swanson. "Math is a drag," according to Archie. He probably would not have enrolled in the class if he had full intentions of staying in school. Without a doubt, Archie had been toying with the idea of quitting school. Oh sure, Archie wanted to be a success, but studying fractions and decimals did not seem to relate to his plans. Maybe that's the problem. Archie's plans seem to jump from the here and now to immediate success, with little concern about the steps in between.

Mr. Swanson's semester target was to infuse career education into the General Math curriculum. He wanted to demonstrate to his students that quitting school was not the answer to finding success and that the mathematical skills taught in his class will be used in everyday life.

The initial worksheet introduced the premise that the student had just decided to quit school and must now find a job for which he/she is qualified at age 16. The want ads from the daily papers were brought into the classroom and the students began the job search. The students, for the most part, were disgusted at finding themselves qualified for only a few jobs from the pages and pages of potential employment. Most of the students had no marketable skill, so the job choices came from a small group of the most menial jobs listed. An example of job choices showed that 39% of the students sampled got jobs at fast food restaurants while another 42% was evenly split between clerical and stock-related work. Archie was obviously envious of one classmate who announced she had found a job paying $7,200 per year. He and many of his classmates scurried through their newspapers to find the same job. At this point, Mr. Swanson stepped in and had the class figure the hourly rate for such a job. When the students realized that this job paid $3.47 an hour, the job lost most of its glamour.

The next activity was filling out a schedule on a time card over a two-week period, working forty hours the first week and forty-two hours the second week. Of the time cards turned in, only 60% were filled out correctly, most of the mistakes occuring when the students miscalculated the numbers of hours worked. However, when it was time to figure how much they had earned, all of the students, including Archie, did considerably better. Ninety percent of the class correctly figured their gross pay. In finding the gross pay, they had to multiply decimals, heretofore a weak point, but the students had no trouble realizing that they had earned $120.00 for the previous week, not $12.00!

Archie, as well as most of the other students, was aware of many of the deductions taken from his check, but he was generally unaware of the size of the total deductions. Figuring take-home pay was a more difficult problem as it involved knowledge of percentages, multiplication of decimals, and rounding off. However, over 70% of the students answering this section correctly figured their take-home pay and another 20% were within a dime of the right answer.

The next phase of the project was to have the students look for an apartment, keeping in mind that transportation to their job site must be available. According to their budget specifications, their rent should be approximately 25% of their monthly earnings. Total disillusionment set in when Archie and his friends faced the fact that the luxurious suburban apartment complexes would not be housing any of them on their $95 a week salaries.

Archie and his classmates could not take any more facts from the real world. Archie became a much better math student, applying himself to a subject that has taken on some solid, practical meaning to him. The students in Mr. Swanson's class had vicariously experienced living on their own to some small extent, and concluded that staying in school and learning as much as possible was a definite plus on the road to success.

BUCK

Never did Buck dream that his assignment to an orientation class his freshman year would get him involved in space travel! Then, he had not met Mr. Murth Ramsey, his teacher, who believed that effective career education requires total student involvement.

The Intra Force mission was stated as thus: A maximum of 37 persons, to be known as the Intra Force, will penetrate the earth's core in a converted spaceship in order to escape the nearing nuclear disaster. The first objective of the Force was survival. The final objective was to find Intra Terra, the land within, and build a new civilization.

Right from the start, Buck had to make some career decisions. He was given a copy of the following contract, which listed all of the available positions in Intra Force, and had to choose his position. Some surface research work as to what each position entailed had to be done before Buck could decide.

INTRA FORCE

I voluntarily accept a position as ______________________________
within INTRA FORCE. In so doing, I agree to study and to contribute to the welfare of the Force. I do hereby affix my signature ______________
Date ______________

AVAILABLE POSITIONS:

- Nurses
- Medical Doctors
- Geologist
- Electrical Engineer
- Dieticians
- Physicists
- Architects
- Mechanic
- Ship Commander
- Botanist
- Clothing Designer
- Recreational Coordinator
- Social Service
- Environmental Expert
- Historian
- Visual Communicator
- Judge
- Prosecuting Lawyer
- Defense Lawyer
- Court Secretary

INTRA FORCE MISSION:

A maximum of 37 persons known as the INTRA FORCE will penetrate the earth's core in a converted spaceship to escape the nearing nuclear disaster. The final objective is to find INTRA TERRA--the land within. Our first objective is to survive.

After Buck made his decision, he began a more thorough study of his chosen position. He was able to identify the training required, made himself able to apply specific knowledge attained in the solving of simulated problems, and could identify how his chosen career interrelated with others in the Force.

The first problem presented to Intra Force was as follows: "A few hundred feet into the core of the earth, ten of the crew develop a temperature of two degrees above normal. What are the possible causes? What solution can each person, viewing the problem from his career field, put forth?" The ad hoc committee assigned to this problem included the nurses, medical doctors, dieticians, clothing designer, and geologist.

The second problem dealt with a law suit. Following the solutions given for problem one, one of the crewmen "sues to change the course of the ship because he feels that:

1) continued penetration into the earth can only bring death to all;

2) the crew is totally incompetent to operate a ship within the core of the earth."

The ad hoc committee for this problem included a judge, plaintiff, plaintiff's lawyer, Intra Force lawyer, and court secretary. One of the students in Buck's class designed the following document after researching the legal career cluster:

Survival } s.s. IN THE SUPERIOR COURT OF INTRA
Intra Force } FORCE CAUSE NO. 5376-143 ROOM NO. 309

In the case of ____________________ VS.
Intra Force Lawyers, ____________________
______________ and ____________________

Petition of Danger

April ______, 19 ____

Petitioner, ____________________________________, says that:

1. Moving into the crust of the earth is dangerous
2. No one can do anything about it
3. No one will listen to him and comes to this court to prove his point.

WHEREFORE, petitioner asks the court to set a hearing date and order the respondent to appear to testify about the facts presented by the petitioner.

____
Petitioner

ORDER ENTRY

Petitioner files Petition of Danger

The court, being duly advised, now sets said petition for hearing on the ________ day of ____________________, 19 ______, at ________m. A copy of this order to be served upon respondent who is hereby ordered to appear.

ALL OF WHICH IS ORDERED THIS ________ DAY OF ____________, 19 ______

____
JUDGE, INTRA FORCE
Court Room Number Three Zero Nine

The appointed judge was quick to act, and within a day or two of the filing of the Petition of Danger, Buck received the following:

CREWMAN vs. INTRA FORCE

This is a letter of request. You, ______________________________,

have been chosen to serve Jury Duty on the trial of

CREWMAN vs. INTRA FORCE. Appear in court __________.

You are ordered to be there.

____
JUDGE OF INTRA FORCE COURT
Room Number Three Zero Nine

As the teacher had planned, the students actively began to seek out and examine books and other printed matter to explore as completely as possible their chosen career position. The library at school as well as the public library found Buck and many of his classmates busy at the library card catalogue and searching the **Readers' Guide to Periodical Literature** for magazine articles that might have pertinent information. Since the charge had been made that the crew was incompetent, each student wanted to make sure that he/she could name a school where training in her/his field was offered and know what degree, certificate or license had to be held in order to qualify for the position. Of course, the general testimony had to show knowledge of the field so that the person would not be judged incompetent.

The creation of Pottersville's Intra Force by Mr. Ramsey was a success. Buck found himself using reading for a specific purpose, enhanced by his interest to contribute to the problem-solving situation with his peers. He learned about his chosen field and about the career choices of his classmates. He had the opportunity to become involved in the class, listening and being heard. This class was interesting, and Buck enjoyed his semester as a member of Intra Force.

ARDELLA

Ardella was an upper classman at last! Junior year had looked so far away when she entered high school, but now it was here. She felt the need to begin thinking of her future in the working world in very real terms. It frightened her to think of all the stories she had heard her older sister's friends tell about interviews, applications, etc. What worried her most was that she did not understand half of what they were talking about.

With these feelings, she entered Ms. Barbara Mohr's "English As It Is Spoken" class. At that moment, Ardella did not know that Ms. Mohr was aware that her junior students had career needs and had made career additions to her curriculum.

Throughout the semester, Ardella was exposed to the following units of study:

1. Letter Writing
2. Job Applications
3. Benefits Offered by a Company
4. Salary
5. Employment Agencies
6. Classified Ads
7. Social Security
8. Resume

The class found practical meaning to letter writing skills focused on business letters, letters of reference, and letters of appreciation. The entire area of applying for a job was covered. Ardella found filling out sample forms a great help as were the discussions on attitude and some of the basic do's and don'ts at an interview. As a positive reinforcement, a speaker from a major insurance company spoke to the class and answered questions about applying for a job.

Company benefits was an area that the class had not given previous thought. Learning about major medical and regular health benefits, dental and disability considerations, pension plans, credit unions and vacation time was of great interest. Probably the most avid attention was paid to the discussion of salaries. The various pay plans, deductions, overtime, and hourly employees vs. straight salaries shed a new light on the subject.

Ardella was certainly glad to know about employment agencies and how they operated. She did not realize that there were agencies operated by the state as well as those private agencies, some of which dealt totally with temporary employment. At first, learning the abbreviations of classified ads seemed like studying a foreign language, but Ardella soon found the ads to be easily found and understood.

Social Security was a term Ardella had often heard, but she never realized that she would help to support that system as well as benefit from it.

The culmination of the class was the writing of her personal resume. She felt that she was much better prepared to take her first step from Pottersville into the real world of work.

PRUDIE

When Prudie enrolled in Mr. Jerry Marlin's Drug Education class, she expected a dry, chapter-by-chapter presentation of the types of drugs and their effect on the body. After the first class, she realized that she was involved in an active, meaningful experience that would allow her not only to learn the material, but would also give her awareness of the career opportunities available in the legal profession.

As a group, each class was alerted of their citizenship in Pottersville. They formulated some laws to govern the group and eventually took roles as judge, lawyers, and jury when a Pottersville citizen broke the law. As the class progressed, the legal vocabulary was not only explained, but was used in this hands-on experience so that the vocabulary became part of a practical need rather than an isolated learning assignment. The laws that were formulated covered such areas as tardiness to class, completion of assignments, absenteeism, and overall grade performance. Each citizen signed an agreement to attend tutoring sessions after school. The agreement, designed by the class, was as follows:

> I, ______________________________, being of sound mind and body, do hereby decree that in the event of an "F" in any of my subjects, I will attend at least one tutoring session per week for six weeks to improve that grade. I further declare that if I should fail to keep my appointment, I will be subject to punishment set forth by the governing body of Pottersville. So Help Me. . . .
>
> Signature ______________
>
> Witness ______________________
>
> ______________________
>
> Date ______________________

If a law was broken, the student received the following summons:

> Name ______________________ R.R. __________
> *Last* *First*
>
> You are hereby summoned to appear in Court 300 at the end of your classes or assignments on this date, ______________, in the City of Pottersville, in the State of Career Education.
>
> Failure to appear on the above date could result in a severe penalty.

The first special project offered to the class was researching and reporting on the Harrison Narcotics Act of 1914. Although Mr. Marlin offered this as an optional project, Prudie tackled this task with vigor and enthusiasm. She, as did the majority of her classmates, wanted to be as equipped as possible to participate in the mock trials that were to come. This response to an optional assignment was exciting, as the usual trend of these sophomores was to do the minimum requirement and "get by."

The Pottersville citizens saw a need to have speakers share information and answer questions. The first speaker had dealt with the legal process as a criminal in the area of drugs. The speaker gave his account of the nature of his crime, his treatment by the police and the deals that were offered to him.

Prudie was positive that she wanted no part of that side of the law. She and her classmates heard this speaker, who was speaking from personal experiences, say that the best way to avoid going through the criminal aspect of drugs was to leave them and those involved with drugs alone.

Since most drug criminals end up in jail and/or prisons, the Pottersville citizens heard a prison official share his view of drug abusers. Finally, a law student from the state university talked to the class about the career opportunities in the legal career cluster. Prudie was most enthusiastic about those career prospects, an area that she heretofore had not considered.

The culmination of the semester was a mock trial in which all of the class members played roles. Prudie feels that her initial low expectations of the drug education class were unwarranted. Not only did she learn the curriculum material, but she found the class to be exciting and interesting. The Pottersville concept served as a motivator and led her to new career options that she would have missed had she not had the opportunity to be an active citizen of Pottersville.

SUMMERTIME IN POTTERSVILLE

By the end of the first semester, the school portion of Pottersville was in full operation. It was now time to start the planning for the summer program of Pottersville. The summer concept was to provide employment for our youth that would give them an opportunity to see various career areas in operation and have the experience of participating in the real world of work.

Brainstorming sessions as to what types of jobs would suit the Pottersville concept began. Since our Cities In Schools program involves four separate areas of expertise, we began with the Cities In Schools Advisory Council composed of managers and content heads. The ideas generated from this group were tallied and taken to the next step in the brainstorming plan which involved all staff members. However, Pottersville was never meant to be just a delivery of services to youth, but rather a cooperative effort of staff and youth to deliver human services. Therefore, valuable ideas were culled from the students themselves. It was the students who gave staff insight as to what community needs these students could fill.

With a list of suggested jobs in hand, Cities In Schools management set about the task of finding paylines for the students. A proposal outlining our summer plans was drafted for the Indianapolis Division of Employment and Training's Summer Youth Work Program. In the proposal, it was necessary to identify work sites, so the Cities In Schools Advisory Council shared the job of finding non-profit agencies in the community that could provide career opportunities for our students for the summer. Agencies were contacted, job descriptions designed, agency needs outlined, and letters of consent collected. The proposal was finalized and sent through the proper channels. It was an exciting day when the news arrived that our proposal had been accepted.

The list of participating agencies was most impressive. They included:

American Lung Association of Central Indiana
Atkins Boys Club
Children's Museum
Christian Theological Seminary
Citizens Ambulatory Health Clinic
College Avenue Youth Behavior Academy
Crossroads Rehabilitation Center
Girls Club of Marion County
Goodwill Industries, Inc.
Indiana Reperatory Theatre
Indianapolis Department of Parks and Recreation
Indianapolis Museum of Art
Indianapolis Public School #45
Indianapolis Public School #26
Martin Center College/Sickle Cell Anemia Foundation
Martin Luther King Day Care
St. Bridget's Day Care Center

Salvation Army
United Cerebral Palsy of Central Indiana, Inc.
Urban Walls

Some of the varied career opportunities afforded the students through the Pottersville concept can be described as follows:

1. Students interested in the area of recreation assisted in physical education programs, in gamerooms and on playgrounds, and in locker rooms. Their duties included record keeping, planning, organizing, and conducting activities, recommending and requisitioning supplies, and general care and maintenance of equipment and areas. Some helped run a day camp and others worked with arts and crafts.
2. Students with clerical interests were stationed at various agencies, some assisting with public relations while others performed general clerical duties of typing and filing. Some sites trained students to use office machines. Telephone answering techniques were also taught.
3. The opportunity to work in a museum was made available. The students had the responsibilities of clerical as well as exhibit design work. They were familiarized with working with artifacts, display techniques, and organizational skills.

   A performing arts program at one museum allowed students to experience painting and construction of stage sets, learn lighting and sound effects for the performance, ushering, ticket sales involvement, and general clerical work pertaining to the theater.

   As a program assistant to the coordinator of Special Programs at the museum, students learned the procedures for registration and enrollment, assisted teachers or the coordinator in classroom or field experiences, prepared all supplies and materials prior to each activity, kept a supply inventory, and performed general maintenance duties in the supply cabinet area. Some students even learned the complete layout procedures for printing and posters.
4. Working for an agency housed in a medical school offered a great insight to the many possible health careers available. The students were assigned duties from clerical, to minor carpentry, to patient assistance on an emergency basis only.
5. At one particular site, work tasks included being a counter clerk, salespersons, cashiers, barber trainee, fast food trainee, and psycho-drama for those interested in becoming an actor or actress.
6. At day care centers, students had the opportunity to work on a one-one-one situation with very young people. The agencies provided supervision and inservice training to make this experience both positive and meaningful.

7. At a health care center, students were utilized in the maintenance service, in the patient in-take service, and in the nursing service. These positions allowed the students to view many aspects of the health care center career options.
8. For those students interested in the educational field, job opportunities to assist in tutoring and serve as a general classroom aide were provided.

The career education infusion that took place in the classrooms during the school year better prepared these students to gain more from their summer jobs than just a paycheck. The opportunity to see various careers in action has helped some students to narrow their field of career options. Some students found that careers they thought they would like for life were not at all to their liking once they had experienced on-the-job observations. Hard work seemed to temper the glow of glamour and bring the jobs into a realistic focus. On the other hand, some students were acquainted with work areas that previously had been foreign to them. They were excited about what they saw, what they did, and the many career opportunities that were available both with or without post high school education.

The summer in Pottersville is over, but the learning and growing experienced by the student participants has just begun. Armed with added knowledge and first-hand observations and contacts, these students return to high school with their future in the real world of work in mind. For some, it was learning what to do -- for others, it was learning what **not** to do -- for all, it was experiential learning. Being a citizen of Pottersville has made a difference.

HOW TEACHERS CAN EVALUATE THE POTTERSVILLE EXPERIENCE
OR
THE WAY TO BUILD A STRONGER MOUSETRAP FOR EVALUATING CAREER EDUCATION

To use new teaching strategies successfully, teachers need to know where they are and where they are going. In most programs, two important questions have been omitted from planning: 1) How should the goals for a curriculum be specified? 2) What evaluating devices will be most useful in measuring the progress of the program? In the Pottersville experience, both questions were of crucial interest in the development of the concept.

Specification of goals is the vital link between curriculum and evaluation. So far, it has been sorely neglected in most programs introduced in schools. Usually, planners take pains to state some goals, but in too broad and general a form. The two most common mistakes are the tendency to strive toward high-minded but unattainable objectives.

When selecting objectives, teachers might consider these five recommendations:

1. **State objectives in behavioral terms.** Since teachers cannot peer into a student's mind, they must base any evaluation on the overt behaviors that reflect values. Obviously, teachers must be careful in the inferences they draw from these behaviors.
2. **State objectives in such a way that they can be evaluated with a limited amount of time and money.** Many schools express objectives in terms of empathy, spontaneity, moral responsibility, flexibility, or openness. Unfortunately, these goals as "proof" are weak because these qualities do not readily yield themselves to paper-and-pencil tests but must be observed.
3. **State objectives in specific terms so that they can be measured.** Precision need not segment the continuity and flow of the curricula; in fact, it may improve curricula by providing a sound basic structure to which activities and enrichments can be added.
4. **Select the fewest objectives possible and try to teach to them and evaluate them.** Many programs attempt to do too much and, therefore, do not do anything well. Selecting a small number of objectives also allows complete evaluation without the "testing overkill" some fear.
5. **Select objectives that are useful to students.** Ask, "What is necessary for a student to function in the real world? What skills should students develop to help meet their future needs?" Don't just ask yourself these questions. Ask students, too.

The objectives which we have found suitable seem to fit into three categories that may prove helpful as a starting point for those interested in constructing a workable career education program. They are humanistic, democratic, and personal skills objectives.

Humanistic objectives are those that are important to people in their dealings with others. They include such things as understanding the behavior of others, appreciating individual dignity and worth, appreciating diversity, and respecting the rights of others.

Democratic objectives are values necessary for the survival and success of democratic action, both in government and in daily life. Some of these are free examination of social attitudes and data, commitment to continued learning, desire to participate in solving problems, and willingness to explore and to attempt to solve conflicts.

Personal skills objectives are those that students can use in discovering and analyzing their own values and needs. For example, objectives include the ability to express one's feelings, acceptance of self, and ability to analyze internal value conflicts in order to modify or integrate values.

EVALUATION POSSIBILITIES

Once teachers have a plan in mind and have specified goals, they can select measurements that provide the most useful information about the progress of the program. Several types of evaluation instruments have been found useful for various purposes in the development of the Pottersville concept. These evaluative instruments have been used in a variety of ways to collect data about the Pottersville experience. These are described below.

(1) **Multiple-Choice Instruments**. Multiple-choice test items may be used as long as the objective being measured demands that there be only one correct or best answer to the question. In career-education testing, this type of device can be most effectively used when an objective requires the student to "identify", "select", or "choose".

This device is particularly useful for determining whether students are able to choose the alternative that matches particular criteria, to select the "best" solution, or to choose reasonable conclusions about careers after analyzing a hypothetical or real situation.

For example, a typical multiple choice item would be:

> "Which of the following would be the best reason for having a high school diploma even if the work you want to do does not require one?

(A) You will be accepted by your friends who will be high school graduates.

(B) It will be easier to find another job if you change your mind or lose your job.

(C) When you get older, you will feel bad about not having graduated.

(D) Your parents will feel better if you graduate.

(2) **Ranking or Rating Instruments.** This type of item may involve ranking a set of statements from "most" to "least" important or indicating degrees of agreement or disagreement. This is one technique for determining what attitudes the students hold, or to what extent they hold a given value. It allows a student to demonstrate where he or she sees given career choices and careers. It can also be useful in eliciting a student's values so as to compare them to expected social norms. It is important to point out that giving the most common answer does not make a student better or smarter than fellow students. The information obtained should be used to guide instruction, not to reward or punish a student.

These items are most effectively used in a pre- and post-test format to measure changes in student attitudes and awareness.

For example, a typical rating item would be:

The degree of importance Cities In Schools attaches to the concept of Career Education

A lot Better than Average Adequate Some Little or None

(3) **Scaling Instruments.** Scales indicate strength of feeling on various careers, topics, values, or ideas. They differ from ranking instruments in that the student is asked to indicate feelings about each of a set of stimuli, not to compare them to one another. Another application of this is the social distance scale, which can allow a student to indicate a bias in regard to a particular occupation.

For example, a scaling-type instrument was used in the anecdote with Buck selecting a position for the Intra Force mission.

(4) **Written or Completion Instruments.** These may include completion of a given sentence or may be of essay length. Most often, in career education, they will consist of either one or a few short paragraphs.

Written response can be used to measure the following: a) student's ability to reason logically, b) to determine his/her thoughts or feelings about a given issue, c) to ask a student to offer alternatives, examples, or explanations, d) and to determine a student's ability to apply his/her own skills to a given situation. Scoring keys for these items are important. They must delineate as fully as possible the variety of behaviors expected, and they must classify those behaviors by their degree of acceptability.

It is important to note that not all evaluation measures have one right answer. In career education, attempts to construct tests with one right answer often lead to disaster.

An example of this type of instrument was used in the anecdote of Ardella in the English class.

(5) **Value Sheets and Self-Reporting Instruments.** The value sheet is used to identify a student's process of valuing. A value dilemma is presented through a quotation, reading passage, or confrontation. Probing questions then allow the student to apply valuing processes. Each question should be designed to produce a response that can be checked to determine how effectively the student has applied an analysis process.

In the self-report, students state how they feel about a given career topic, issue, or value. The ability to respond to such an item is more important than the information they report.

An example of such an instrument was used in the Project Business study as described in the anecdote about Jayeen.

(6) **Observation Reporting Instruments.** This is one of the most effective means of evaluating, but infrequently used by teachers. The observation is often composed of a checklist of behaviors which saves time for the observer since it directs attention to the behaviors listed. Checklists necessitate observation of a limited scope of behaviors. Properly prepared, they produce valuable information.

Teachers can informally observe students during instruction and can apply checklist measures to structured or unstructured action in the classroom.

Reporting and summarizing of observation data is an important skill. The "3C and Company" experience of Jayeen used this skill in analyzing what had been observed and learned.

(7) **Standardized tests:** One of the most widely used forms of measurements is the standardized test. In assessing the Pottersville experience, the following tests were used:

A. **The Self-Directed Search for Educational and Vocational Planning**

B. **The Career Maturity Index**

C. **Georgia State Criterion-Referenced Test-Career Development - 8th grade**

Little need be said regarding the process as it has probably been overused or misused in too many educational settings.

(8) **Interviews:** Considerable data of significance can be gained from interviews. This form of evaluation is frequently overlooked. It requires some training before valuable data can be collected, but it is one that students enjoy. The skills in listening, communication, and

reporting that result are extremely important, as they go beyond collection and reporting of data. In the example cited of Archie, the class was trained to use the newspaper and interview to gain data from which the decision-making process could occur.

(9) **Games/Simulations/Contests:** Experiential learning is important as a motivator. Several courses in the Pottersville experience use some of these techniques. The attempt to create through simulation a life-like experience was of considerable value to the students. The opportunity to explore and later to determine the reality of the effort was rewarding. The anecdote that described Prudie's experiences will serve to illustrate the opportunities that result from this technique.

(10) **Homework, follow-up:** The value of homework in the program is important. Homework, as the term implies, may not necessarily take place in the home, but it is done outside of class time. The tutorial component in the program is significant in helping the students develop skills that lead to mastery of content. Homework was widely used in the Pottersville experience to develop appropriate study skills and career education outcomes.

Holistic approach:

Evaluation is an important process. It must not be done in isolation from the experiences from which the students are learning. We have attempted to present a rationale for a holistic approach that encourages creativity in the evaluation process.

Following the steps we have outlined here will allow useful and precise evaluation of a career education program. It will also, we believe, make it more likeiy that other, more effective evaluation measures for learning will begin to appear. Thus, through such procedures as described, a "Pottersville mousetrap" will improve evaluation of the career education experience as well as learning and education in general.

SUMMARY

Pottersville began as a seed of an idea that was nurtured by the elixir of human need and tended by an enthusiastic support staff. It grew into a full year's program that tapped upon the existing resources of the community. Career Education was no longer just an educational term. It was the cog of the wheel that extended information and service to the community by the community. The citizens of Pottersville were exposed to new experiences and began to dream new dreams for their futures.

Pottersville need not be unique to Indianapolis Cities In Schools. New Pottersvilles can spring up around the country wherever there are human needs to be met, staff willing to help in its growth, and community resources to be shared. Perhaps the real world of work will become a better place in which to grow because the citizens of Pottersville have helped to make it so.

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APPENDIX C

Newsletters

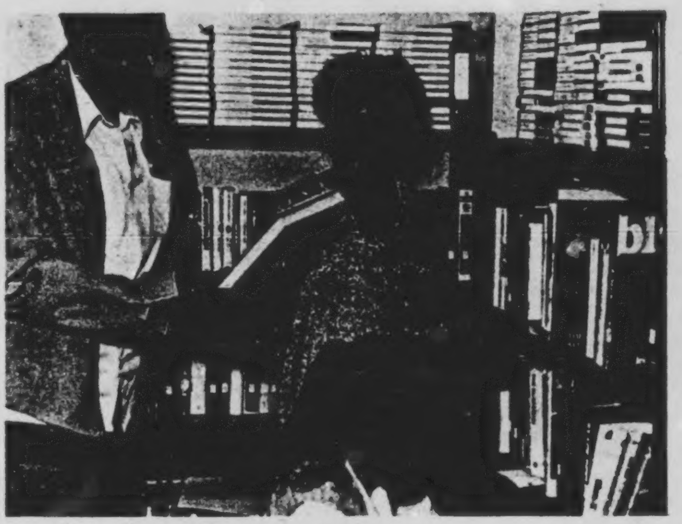
August 1978 - September 1979

Indianapolis

Cities In Schools

Issue 39 August - September, 1979

150 Students Experience Meaningful Employment



SYP's enjoy work at the Martin Center

This has been one of the most productive summers we have experienced in the Cities In Schools program. The reason for the productivity is that this summer Cities In Schools with the assistance of the Division of Employment and Training was able to employ over 150 young people between the ages of 14 and 21 in very meaningful jobs. Some of those jobs were at places such as the Children's Museum, Art Museum, Indiana Repertory Theatre, Lung Association, Cerebral Palsy, Salvation Army, Martin Center, St. Bridet's Day Care Center, Eagle Creek Park, Martin Luther King Day Care Center, Christian Theological Seminary, Urban Walls, and our own Schools #26 and #45.

There were basically two goals that we had in mind when setting up the program. First of all we wanted to provide young people with the opportunity to work a full work week in an already existing agency. Secondly, we wanted these young people to gain valuable experience to better prepare them for life.

One of the most rewarding results of our summer program is that several of our participants have been offered part-time jobs after their summer jobs ended and others have been offered an opportunity to explore and participate in careers beyond their high school, college and or vocational preparation.

Bill Smith, Summer Program Director

'artistic' Summer Youth Worker Enjoys Assignment With IRT

Gina Westmoreland greets customers at the Indiana Repertory Theater box office.

Kathy Ramsey, personnel director at the Indiana Repertory Theater (IRT) was the supervisor for the Summer Youth Worker (SYW) program at IRT. The SYWs at IRT were Gina Westmoreland and Cynthia Wolf, who enjoyed their summer placements tremendously.

The program at IRT started June 25 and ended August 17. Gina worked in the box office and with the community service director of IRT. Cynthia worked in the Public Relations Department.

Since the summer is the 'off-season' for IRT, Ms. Ramsey said that they could not utilize the abilities of the SYWs as much as they would have liked, especially in the case of Cynthia who Ms. Ramsey termed 'artistic.'

"It was a real learning experience for everyone around here; we are all used to talking with people our own age...to relate with younger people took getting used to, but everything worked out fine."

Ms. Ramsey said that since this was the first year for the SYW program at IRT, there were some rough edges, but the overall experience was good.

Both IRT and the CIS program are looking forward to next summers' program when this year's experience will help better meet needs on both ends.

"I'm ready to swim!"

Back Home Again

Programmer Larry Oliver came to Cities In Schools after two years of employment at Indianapolis Boys' Clubs. This summer Larry was back on his old turf at Atkins Boys' Club, 3131 W. 16th Street. Larry supervised five Student Youth Workers who served as Recreational Assistants.

Larry feels his SYWs "really developed a sense of responsibility due to the fact they had more assigned duties than in previous summers." Ron Weathers was assigned to keep order in the locker room and the swimming pool. Gerald Brown and Randy Hobbs organized pool, ping-pong, and air hockey tournaments in the games rooms. Michael Davis and David Nesbitt supervised Boys' Club members participating in both indoor sports (tennis, basketball, badminton) and outdoor sports (baseball, touch football). All five SYWs assisted "Concerned Ministers" who sponsored a free lunch program for Club Members.

Larry is pleased and enthusiastic about his summer at Atkins. He believes the students developed excellent work habits which will help them in future employment.

Who Says You Can't Mix Business With Pleasure?

The Summer Youth Work Program at School #26 was supervised by Booggie Snorten, Glenda Stewart, Sara Davis, and Susan Disbrow. There were 10 summer youth work participants.

The Summer schedule for the youth workers consisted of:

8:15 - 8:30 - Work in Cafeteria
8:30 - 12:00 - Tutoring in math, art, and reading classes
12:00 - 12:30 - Record morning activities in logs
12:30 - 1:30 - Break for lunch
1:30 - 3:30 - Participate in activities, both playground and inside arts & crafts
3:30 - 4:00 - Record afternoon activities in logs

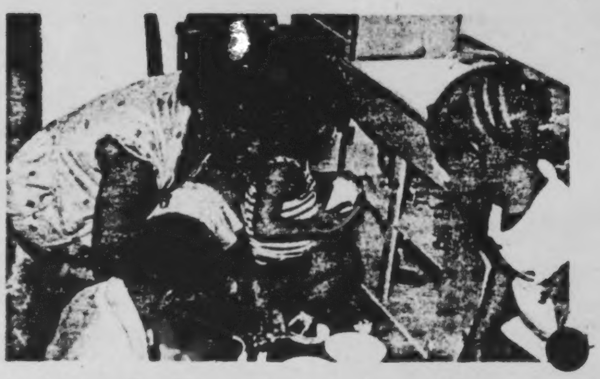
There were approximately 38 grade school students serviced each day with arts & crafts such as macrame', key chains, pot holders, coin purses, & clay crafts. They also participated in intramural sports such as softball, basketball, kickball, and scatterball. GO TEAM!

The staff also received donations from community organizations such as: free swimming privileges every Tuesday at Martin Luther King Center; Kingsley Terrace Church located at 30th & Caroline Sts. donated a bus to use free of charge every Thursday. Bowling and rollerskating alternated every Thursday at a discount rate of $1.00 per student. WHAT A BREAK!

In-service training was developed for SYW participants entitled, "Looking into the World of Work", which involved how to utilize the want-ads, correct filling out of applications, vocabulary building of words to use for applications, and demonstrations of effective interviews. These training sessions took place on 3 consecutive Fridays.

All in all, the Summer Youth Work program at School #26 was an outstanding success. Thanks staff for a job well done!

Caring And Sharing



Mrs. Perkins, Director of the Martin Luther King Day Care Center, commented to CIS Supervisors: "This year's SYWs were the best we've had since our center opened in 1968!" The SYWs shared janitorial, secretarial, and maintenance duties as well as assisted supervisors: Francette Calvin, Pat Blue, and Karen Sawyer in tutoring the children. They helped serve breakfast and dinner to the children and helped organize a field trip for everyone to the Children's Museum. Mrs. Perkins greatly appreciated the students' efforts and has offered SYW Stacey Reed a permanent after-school job. Congratulations, Stacey!

Project: IMA

"Learning how to work and communicate with people who were different than themselves was probably the best learning experience they encountered." This statement, given by Ms. Alfreda Smith, was made about the Summer Youth Worker (SYW) program at the Indianapolis Museum of Art (IMA). Ms. Smith and Mr. David Labrum supervised the seven SYWs for this summer's program at IMA. The program started June 25 and ended August 17.

Ms. Smith said that the IMA staff were cordial and helpful, taking the SYWs 'underwing,' and letting them have a 'freehand' in using the museum's resources to assemble their project. This was evidenced in the education department's grant program **Related Arts Classes.** The program's theme, "Lost Kingdoms--Lost Worlds," dealt with four countries: Africa, Egypt, Greece, and South America. The SYWs set-up inter-connecting booths each displaying artifacts they had made from using IMA information and materials. The 'Culture Display' was shown to IMA visitors "who ranged in age from 6-60. Even though the project was made by teenagers, "all age groups enjoyed the tour" related Ms. Smith. The exhibit was shown in the dark, using flashlights to view the artifacts. An African mask really made everyone scream, but part of that reaction was due to the 'eerieness' of the setting stated Ms. Smith.

Ron Alexander and Gary Burns learned how to build shipping crates (using IMA materials), that would insure safe handling of their contents. By seeing how art exhibits move from one city to another, the SYWs learned that museums are not static--they are constantly changing to meet the interests of the people of the city.

All of the SYWs felt their summer work program was challenging, educational, interesting, and fun. Chrisella Anderson, a Tech 300 student, related that from her Public Relations job at IMA, she has given strong thought to attaining a career in that field. Career experiences like Chrisella's made the SYW program invaluable to its participants.

Staff Spotlight

"FROM THE BARN TO THE WHITE HOUSE"

Ms. Elizabeth Baltz is leaving Indianapolis Cities in Schools to accept a national coordinating role in the Cities in Schools White House office. Betsy has seen the Indianapolis program grow from 30 staff working out of "The Barn" at Tech Hign School into 220 staff working out of projects at eight public schools.

Ms. Baltz is a native of Indianapolis where she graduated from Chatard High School. She then earned her B.A. in Fine Arts from Indiana University's Bloomington campus. After graduation she returned to her hometown as Art Director for a local design firm. She left after two years to pursue a career working with youth.

Impressed by the unique structure of Cities in Schools, Betsy joined the "Tech 300" staff as a family facilitator in the fall of 1974. "Tech 300" was a great success that school year and Mayor Richard Lugar requested that CIS expand into other Indianapolis inner-city schools.

The program doubled in size for the 1975-76 school year. A new project opened at Attucks High School and the Tech project serviced a larger number of students. Betsy remained at Tech as Unit Manager of the sophomore unit.

In the fall of 1976 she was promoted to Director of the Tech project. Principal Ray Reed recalls her promotion: "She was a natural choice. As a youth worker she was always in my office on some campaign for these kids. She is enthusiastic and a hard worker. I had and still have great confidence in her abilities."

In 1977 Betsy assumed the responsibilities of City Director. By this time, the program included eight projects servicing 2,300 students. The staff members of Indianapolis Cities in Schools want to thank Ms. Baltz for her fine leadership through five years of hard work and commitment. This coming school year Betsy will help the Indianapolis program by providing technical assistance. She will also work on the CIS policy board.

It has been my privilege to serve the CIS program as editor of the newsletter. The Lord is leading me into full-time Christian work with Young Life, so this will be my last issue. This issue is special to me because I had the opportunity to reflect the personal side of a lady I admire tremendously. Betsy Baltz, being a very modest person was reluctant to let me spotlight her. In fact, she didn't think it was appropriate. Knowing the personal side of this professional leader has meant so much to me I wanted to share it with you. It's the most special way I can think of to say good-bye to a program which means so much to me.

Debbie Shaw

MOVING FORWARD TOGETHER

Lakepoint State Park Resort on Alabama's beautiful Lake Eufaula was the site for Cities In Schools first All-City conference. Representatives from our projects in Atlanta, Houston, Indianapolis, New York, Oakland, and Washington gathered together for three days (August 15 - 17) to exchange ideas and discuss the theme "Moving Forward Together." Bill Bellinger, Rich Fuhs, Niki Girls, John Halliburton, Herb Henry, Letha Holton, Kathy Killion, Willie Kirsh, Warren Marsden, Mary Jane McConahay, Cornelius Snorten, Lionel William, Saunnie Yelton, and Bill Smith attended from Indianapolis.

CIS staff had the opportunity to participate in valuable workshops ranging from management techniques (i.e. "Principles of Good Supervision" and "Data Collection and Use of the Management Information System") to classroom and youth work skills, (i.e. "The Discovery Learning Concept and Innovative Classroom Techniques," "Motivating Socially and Economically Disadvantaged Young Adults," and "The first Interview: Establishing a Relationship and Assessing Needs").

Teams (consisting of staff from all six cities) competed in an "obstacle course" relay. Several staff from Indianapolis distinguished themselves in this event. For example: Hasty Herb Henry ran the 70-yard dash for his team. Breezy Bill Smith blew a ping-pong ball across the pool in a valiant effort to bring his team to victory. Pack Rat Rich led his team in the treasure hunt. Hoggish Halliburton crammed a peanut butter sandwich down his throat in record time and proceeded to whistle, which gave his team the winning edge.

Saunnie Yelton teamed up with Paul Allen from our Oakland, California project to win the "Disco Dance" contest, and the pair won two bottles of champagne to celebrate!

Everyone agrees that it was an inspiring and worthwhile experience. As Lionel Williams stated, "To have been a participant . . . was a distinct advantage if not a privelege. Not only because of the excellent workshops and opportunities for wholesome interaction with individuals from other projects, but also because of the opportunity for participants to reassess the reasons for the program's being, its spiritual roots, and its committment to the saving of urban youths, testing their commitment in reference to the founders' goals and aspirations."

Indianapolis

Cities In Schools

ISSUE 38 JUNE/JULY, 1979

AWARDS BANQUET

Reach For The Sky

"Reach for the SKY!," was the theme of the annual Awards Banquet where CIS participants enjoyed the sweet taste of success. All year counselors and teachers have prodded them along and now they watched participants receive 259 awards.

One hundred forty-six students were recognized for academic success, with another 113 being awarded for their victories in intramural sports.

A crowd of 365 gathered for a delicious meal at the Heritage House Smorgasbord. The program was opened with the invocation by John Bryan. Master of Ceremonies, Art Johnson, kept the program running smoothly with humerous comments between speakers.

Betsy Baltz, Director of the Cities In Schools program, explained to parents that, "the purpose of the CIS program is to coordinate the many existing youth services that Indianapolis has in the areas of recreation, social service and youth work around the school. By bringing these professionals with their vast resources to the students, the educational process is enhanced. With this structure CIS staff are able to help your children as they prepare for responsibilities in the adult world."

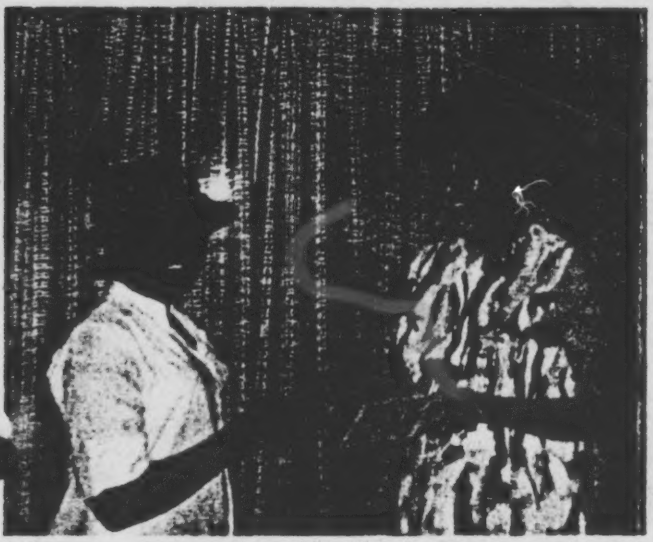
Academic Awards for Outstanding Achievement in English, Health, U.S. History, Career Decision, Drug Education, Reading and Mathematics were presented by Mary Jane McConahay. Julia Russell presented the family awards to students for attendance, attitude, grades, leadership and greatest improvement.

Athletic awards were presented by Willie Blow and Calvin Davis to the first and second place teams of the intramural football, basketball and volleyball programs.

Betsy Baltz greets parents

Rich Fuhs addressed the parents commending them for their support toward their children's success in school.

Congratulations to Willie Kirsh and his programmatic staff for an outstanding Awards Banquet, which parents and students will surely treasure in the years to come.



"My parents were so pleased," said Anita Chambers, pictured above with Mary Jane McConahay. She was awarded for outstanding academic achievement.

Willie Kirsh congratulates Kenny Musgrove for academic and intramural sports victories. "I felt so proud," remarked Kenny.

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DIRECTOR'S CORNER

Management Information Statistics Reflect Improvements

Use of the New Management Information System (MIS) over the past year has enabled us to more accurately compile statistics which help to reflect the impact we are having on the lives of our students and their families.

First semester statistics were reported in the March issue. The following data is for the second semester.

	Number of Students	Number of Participants	Percentage Attendance	Programmatic	Average Tutoring Time	Jobs	Home Visits	Social Services		Counseling Sessions	
								Students	Families	Students	Families
Plan A I	120	1	80.69	1402	4.82	20	613	511	252	3142	740
Plan A II	124	25	84.84	958	4.42	14	429	469	267	1962	564
Plan A III	107	282	84.37	1325	2.98	60	391	333	134	2570	538
Plan A IV	110	41	82.20	894	1.59	17	514	226	146	1139	535
Plan A V	127	167	84.31	1104	6.03	44	422	501	121	1142	150
Plan B	297	11837	72.75	2634	7.43	227	836	2084	753	3410	744
Arlington	53	2142	87.07	624	7.20	18	130	282	64	902	91
Attucks	60	1959	85.29	500	12.93	8	505	191	41	881	161
School 101	119	118	89.19	827	9.33	4	423	301	102	1798	329
School 45	96	1430	92.95	1014	33.07	-	392	247	108	219	47
School 26	68	797	85.35	1475	15.46	-	578	617	343	951	440
Indy Prep	31	48	76.88	76	3.38	29	131	276	152	416	275
CIS TOTAL	1314	18847	82.32	12833	8.53	441	5364	6038	2483	18532	4614

Below are the statistics for the 1978-79 school year.

	Number of Students	Number of Participants	Percentage Attendance	Programmatic	Average Tutoring Time	Jobs	Home Visits	Social Services		Counseling Sessions	
								Students	Families	Students	Families
Plan A I	119	1	79.98	713	5.72	12	346	258	52	361	102
Plan A II	122	-	84.25	497	3.30	7	179	122	59	222	14
Plan A III	103	118	85.71	808	1.77	49	273	232	123	410	115
Plan A IV	104	9	83.97	565	2.05	5	265	111	114	191	195
Plan A V	111	-	85.90	630	10.92	28	256	228	105	305	3
Plan B	276	4617	83.33	1661	3.40	143	455	1522	429	442	34
Arlington	49	979	86.77	424	3.25	12	70	187	57	82	6
Attucks	50	1252	81.66	220	11.10	8	129	117	27	317	18
School 101	114	60	88.02	286	4.22	1	201	181	71	791	13
School 45	96	633	93.01	297	30.33	0	173	17	85	94	2
School 26	65	373	85.06	1116	17.30	0	268	420	312	322	132
Indy Prep	31	48	76.88	76	3.38	29	131	276	152	416	275
CIS TOTAL	1240	8090	87.70	7293	8.75	294	2746	3671	1586	3953	909

An explanation follows of each of the categories:

Number of Students: Average number of students who were in each project at any one time during the semester;

Number of Participants: Total number of non-caseload students (participants) who were serviced by our staff during the semester;

Percentage Attendance: Percentage of all project students during the semester;

Social Service to Students and Families: Number of social services actually delivered to students and their families last semester, i.e., medical services, jobs, relief, professional counseling, etc.;

Counseling Sessions for Students and Families: Number of recorded counseling sessions provided by staff members to students and their families;

Programmatic: Number of caseload students involved in recreational and cultural activities;

Average Tutoring Time: The average amount of time spent tutoring each student for the semester in addition to time spent by staff in classrooms;

Jobs: The number of caseload students who got jobs with assistance from staff members;

Home Visits: The number of home visits made to caseload students.

*Indy Prep only reported during the spring semester.

Comprehensive Services Provided By The Social Service Team

The Social Service Staff of Tech Plan A had quite a successful year. Thanks to the assistance of the Near Eastside Multi-Service Center and Indianapolis Public Schools the program was able to hire a highly qualified professional staff. Of the fifteen Social Service specialists, all have at least their undergraduate degrees, six have their masters and three more are doing master-level work.

La-Vern Sutton coordinated the Social Service team. Prior to coming to work for CIS in 1977, she was a Job Corps counselor. *"I really believe in the CIS concept,"* says La-Vern. *"Someday, I hope to see it set up in my hometown in North Carolina".* She received her B.A. in Sociology from Foyettesville State University, North Carolina, did master-level work at Butler, and received her Masters Degree in Counseling and Guidance from Indiana University.

Assessing the year she says, *"The staff did an exceptional job delivering a wide-range of services to kids. We can always do more, but considering that their time was divided between so many areas, the year was quite productive."*

The following are outstanding programs that have been delivered this year:

HEALTH SERVICES

The goal of this program was to provide an optimal level of health care for the project. The success of this program was delivered by three components--Citizen Ambulatory Clinic provided physical examinations for 96 medicaid students; Tech 300 Nurses provided health screening for 181 non-medicaid students (approximately) 80% of the students were seen on a daily basis for needs other than health screening); and Morgan Health Center, People's Clinic, and Sickle Cell Foundation have provided educational services to the students in Orientation Classes.

OURBODIES/OURSELVES

This program was designed to increase the students' awareness and knowledge of their personal growth in relation to the student's health and welfare. The success of this program was delivered by the involvement of community agencies in bringing educational programs to students in the orientation classes. These agencies include Midtown Adolescent Clinic, Bellflower Crisis Clinic and Intervention Services, Morgan Health Center, IUPUI School of Nursing, Sue Ellen Coleman Agency, Planned Parenthood, and the Parent-Child Development Center.

JOB DEVELOPMENT

This program was designed as an incentive for students to receive a reasonable income and job experience. The success of this program was delivered by three components: 1. Recruitment 2. Pre-employment Training and 3.Placement - a total of 40 students were placed on jobs.

COLLEGE PLACEMENT

The program was designed as a college preparatory program to make students aware of the careers and preparation necessary to enter various colleges beyond high school. This program delivered services in the areas of college speakers, film presentation, and trips to a college campus. A highlight of this program was when 150 students turned out to hear Roger Holloway speak on "Pushing For a Sell in Careers and Education".

DRUGS AND ALCOHOL COUNSELING

This program provided students and staff a complete overview of the most common causes of drug abuse leading to addiction including drug prevention and drug treatment. The success of this program was delivered by the involvement of community agencies in bringing educational programs to the students in orientation. Agencies involved were: Alcoholics Anonymous Association, CASA, Fairbanks Hospital, Drug Adiction Services, Detroit Diesel Allison, State Board of Health, Methodist Clinic, Plainfield Diagnostic Center, Department of Mental Health, Delaware House, and Midtown Mental Health Association.

RELIEF SERVICES

Two hundred and forty-one students were serviced in the areas of books and supplies, bus tickets and clothing.

ON-GOING SERVICES

Staff worked with Juvenile Probation Officers in the counseling of 35 probation cases. Pre-natal counseling was provided by CIS nurses and through the Ourbodies/ Ourselves program. This involved doctor's appointment, follow-up counseling and basically keeping them in school. Counseling in all areas of need was delivered on a daily basis.

Career Education Training Highlights

The school year of 78-79 had been completed on the regular basis. The Cities In Schools Program is now into its summer program. Career Education is still the focus as staff and participants become involved in real work situations.

The staff of Cities In Schools has had various exposures to the Career Education concept during the year.

The school year began with a Career Education workshop conducted by Jeanne Wilson, former Coordinator of Career Education in the State Department. Ms. Wilson explored career education as it pertained to the traits of the employable graduate. She led a highly participatory activity with

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Career Education Highlights Continued

the staff exploring the trends, knowledge and skills on a historical basis up to the present and into the future.

Another highlight was a special Career Education workshop held for managers and facilitative staff. The workshop was held at McCormicks Creek State Park. Included in the workshop was a simulation game conducted by Dr. Jay Thompson from Ball State University. The other highly informative and useful activity was conducted by Dr. Joseph Hallis. Dr. Hallis' presentation included methods and techniques to infuse Career Education into the curriculum.

As the school year progressed, Career Ed activities were presented monthly in Homeroom work periods. In our effort to familiarize students and staff with the values of a work-oriented world, such areas as self-awareness and exploration, career awareness and work values were among the topics of the meetings.

The Foxfire Concept, a very interesting program, was presented by Eliot Wiggington from Raben County, Georgia. The staff had the opportunity to see high school students explore and reach out into their community and experience one-on-one relationships with neighbors and at the same time explore career possibilities in the area of journalism.

In the closing phase of the school year, the area of sex bias was highlighted with two workshops presented by Mary Taylor from the Department of Public Instruction along with her assistants. They brought information, materials and presented a highly stimulating film.

Although Career Education became the focus of training, there were other presentations that were brought to the staff. There were various workshops that covered the areas of managerial training, interpersonal communication, a very useful workshop on tutoring techniques, functional reading, awareness training, goal setting and evaluation techniques. Another media that was very helpful was a series of current films dealing with staff development.

Dr. Judith Samuelson gave the staff an up-to-date perspective of the career education concept as it pertained to academic school. She explained that phases were presented at what grade levels and how this concept affects the student school life.

Dr. Samuelson has also been a valuable resource and very helpful as she has presented workshops to the staff. The topics of her workshops have covered such areas as interpersonal communication models and work values.

A very interesting display of career education materials was presented by the Career Education Center from Fort Wayne, Indiana. Some Value Clarification exercises and techniques was also presented by the Gerald Dudley group.

by Bill Bellinger

Programmatic Activities Reveal The Truth

"Teachers Are Real People"

"School is a lot more fun when you can see your teachers goofing-off and acting crazy." Students in the CIS program have discovered that their teachers are real people. Outside the classroom in jeans, on the basketball court, crawling through a cave, repeling down a mountain, throwing a softball, watching a crazy movie, mocking a clown at the circus or even climbing a tree to find out where in the world they're at--teachers are indeed real people!

Facilitating these students staff encounters is the programmatic team. These fifteen programmers are coordinated by Willie Kirsh. Willie received his BS in Health and Physical Education from Jackson State University in Mississippi. He was loaned to the program in 1975 by the Indianapolis Department of Parks and Recreation. *"I volunteered to be loaned to the program because I liked the philosophy of the program. I wanted to be a part of what it was trying to do."*

"Major programmatic activities went better than usual this year. We had more people involved, especially parents, and everything has run smoothly." Successful events were:

The Fifth Annual Extravaganza: While teachers were attending Teacher's Convention, supportive staff took students on a twelve-hour excursion. Four bus loads of students embarked on a day of non-stop excitement, consisting of a movie, skating party, dinner and a dance.

Intramural Sports was, as always, a huge success. Flag-Football drew 150 participants. One hundred eighty participated in basketball and one hundred girls participated in volleyball.

Christmas Party: The annual Christmas Party was held in the Tech Cafeteria. Each unit sponsored a booth for the event. A premature visit by Santa Claus amid flashing disco-lights, spinning bodies and music by Unit II's Chip Ellis highlighted the annual occasion. Approximately 300 students participated in the event.

Pacer Games: Thanks to the Pacer Fan Club and United Way, each unit had the opportunity to go to a Pacer Game.

Indiana Repertory Theatre: Thanks to Ben Mardecai, producing director at IRT, every student in the program was given the opportunity to attend a professional play. Tickets were made available for the program every Wednesday and Thursday of each week for each production.

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Programmatic Cont.

Shrine Circus: Thanks to Cecil Byrne at the Murat Shrine Temple, 500 students enjoyed this year's performance of the Shrine Circus.

Arts Access Council: Thanks to Tim Laughter at the Arts Access Council, students had the opportunity to see plays at IRT, Christian Theological Seminary and Civic Theatre. He also arranged for tickets for the Golden Gloves, Dare Devil Soccer games and several other events.

Ross and Young Promotions: Thanks to Bob Young and Phil Walker, 100 students were able to view the spectacular Holiday On Ice.

Trips: Trips were taken to Florida, Chicago, Cincinnati Zoo, Atlanta, Kings Island, plus many local trips.

Underway Program: Karl Manders and Peggy Thienes took a group of students to the Southern Universities Underway Program. This four-day adventure consisted of caving, back-packing, climbing, repeling, canoeing and camping under the stars.

Obstacle Course: An obstacle course built by CIS staff and SPEDY workers at Eaglecreek Park last summer summer was utilized frequently for team building adventures.

Awards Banquet: This year's Awards Banquet was a huge success. Read Story on page one.

Bowling: Thanks to the generosity of Twin Ayr Bowl-a-Mat, 200 students learned how to bowl. Certificates were presented to each participant at the end of the free Learn to Bowl program. Special discount rates made it possible for bowling to be a frequent caseload activity all year.

A YEAR OF LEARNING

Exhausted and frustrated from year-end responsibilities, Laura Kelly, Unit #1 Manager, nearly collapsed on her chair. She congratulated her staff on a good year. *"It was a learning year,"* she shared. There were so many learning experiences for everyone, especially me with first time responsibilities for unit

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Fascinating And Informative Speakers Highlight A Busy Year For Unit IV

This year turned out to be a busy year for unit IV. Many speakers were brought into class this year to enhance the classroom experience.

Some of these were Larry Ryan--AFL-CIO--who talked on the history and purpose of unions; Avis Bell--Affirmative Action--who spoke to legal issues; Virgil Gavia--Board of Health; Sgt. Ben White--Army Recruiter; Tim Mosber--the District Attorney for Indiana--who spoke as a drug prosecutor in connection with our drug ed. class; Bette Buford--CASA--who spoke on drug abuse from personal experiences; Gary Edwards and Suemma Coleman, who sopke to the issue of sexuality.

We also had speakers from Near East Side Multi-Service Center, Peoples Health Center, Crisis Intervention Center, and more. In addition to classroom experiences, tutors were arranged by staff to various places in the community. Some of these included the Marion County Jail, The Hyatt Complex, the Federal Building, where we were ushered around by Joe Smith, special assistant to Senator Bayh and were priviledged to meet and talk with Frank J. Anderson, U.S. Marshall, and Virginia Dill McCarty, U.S. Attorney. On our visit to the Legislature, Representative John Day, was our guide.

Programmatically we visited museums, Clowes Hall and theatres, where we enjoyed plays, ballets, movies and exhibits. We gave honor dinners to students deserving through arrangements made with MCL Cafeterias. We traveled to Chicago where we ate pizza and visited the Museum of Science and Industry. We sponsored a fund-raising dance which aided us in our Kings Island trip on June 2. We have one more tentative event planned for the summer at the Paramount Music Palace. Our Family 10 girls placed 2nd in Volleyball while Family 12 boys came in 2nd in Football.

Our Social Service staff had a fine job identifying needs and meeting them for our students. The health screening process revealed several sight and hearing problems along with a previously undiscovered heart murmur. Our staff also aided students by giving out job information and applications which have resulted in jobs for several, both thru local multi-service organizatins and the Youth Conservation Corps.

Thanks go to: John Bryan, Judith Russell, Suellen Jackson-Boner, Peggy Scott, Susan Moynihan, Calvin Davis, Mike Silver, Elline Holland, Paul Lacy, and Julie Evans.

by Saunnie Yelton

Tutoring a high priority at Attucks

The strongest component of the Attucks Prep program this year has been our tutorial program. In addition to tutoring our individual caseloads, we service many other students who sought out our help. It was not uncommon to see Sara, Jeff and Valerie laboring with goups of students in an effort to help them understand such subjects as algebra, Spanish, grammar and history.

Programmatics were carried out mostly on an individual basis once a week. However, we did have several group activities which included bowling, eating out, Pacer games, plays and our grand finale, King's Island Inn. No one left unsatisfied. Our last stop was the famed Cincinnati Zoo. Needless to say, everyone has a great time.

It was really a thrill to see members of our first class graduate. Many of them got through on hard work and assistance from various prep staff members throughout their four years.

Their lives were touched in a new and special way.

The bell of summer freedom had sent most of the room flying to the campus gates, but for a few, leaving was difficult. For their lives had been touched in a new and special way by someone who cared, by someone they called *"my counselor"*.

Doris Campbell, Unit II Manager, felt good as she reflected on a year of accomplishment. At the moment though, she mostly felt tired. The results she wanted required a lot of long hours and hard work. And the absence of students did not mean the absence of work. Unfortunately, there were still all those MIS forms.

Programmers Kim Massing, Royce Allen and Karl Manders created a fun packed schedule of activities. Two trips were taken to King's Island, one for honor roll students. The freshman basketball Championship was claimed by 4C. Everyone pulled together to sponsor a school-wide dance. A fun in the sun picnic at Giest Reservoir proved very popular. Circus, Clowes Hall, Indiana Repertory Teatre and bowling were enjoyed by many. Nine brave souls were escorted by Karl Manders and Peggy Thienes into a wilderness survival weekend at Underway Camp.

The Social Service team (Phyllis Bhend, Nellie Simpson and Gary Larson) brought in several outside speakers on the topic of *"Our Bodies, Ourselves"*. Health screening was a high priority and quite successful.

The highest priority was placed on education, with staff such as Royce Allen grabbing students and tutoring them while on hall duty. Educators, Picola Barnes, Mary Lou Ewen, Murth Ramsey, Esther Sanger and Karen Finney did a super job adding interesting projects to their general curriculum. Junior Achievement' Project Business was very successful in the Orientation classes.

Career Educational speakers brought in from the work world presented students with a realistic view of job opportunities. Leonard Perkins of Perkins Photography gave such a stimulating talk on his work to Mrs. Ewen's class that he now employs two of her students. *"Input from teachers to counselors is crucial,"* says Doris. *"I have to especially mention Karen Finney on the excellent job not only of teaching English, but of helping us help the students with her. We had good communication with all our educators and tutoring was a high priority."*

Facilitators Chip Ellis and Greg Hostetler had a busy year pulling all these great content projects into a smooth program.

In closing, Doris added, "The staff did an excellent job; they showed a lot of dedication, a lot of caring. In spite of the trials and tribulations, we made it!"

TEACHING GEOMETRY FORMULAS

The Cities In Schools program was graciously represented this year at the 57th Annual Meeting of the National Council of Teachers of Mathematics by Ms. Alismarie Miller. The conference was held in Boston, Massachusetts, April 18-21. 1979. Ms. Miller conducted a workshop called, *"Teaching Geometry Formulas."*

The priviledge of conducting this workshop did not occur by accident. Ms. Miller had to present the workshop content in written fashion, well in advance of the scheduled conference. Only after being heavily evaluated was her proposal approved and an invitation extended for her participation.

Ms. Miller felt that perhaps the most important information obtained was that we at Tech are not alone with problems concerning ninth grade mathematics. It is generally agreed that the level of ninth grade mathematics needed to meet the needs of urban youth is comparable in content, to that usually presented in the intermediate years. Almost all available materials are written for this younger child, and, therefore, prove unsatisfactory for the 14-16 year olds. Because of this known need, Michigan State University is currently involved in reaching this issue. To date, two bulletins have been published discussing various methods of presentation that have proved either positive or negative in the classroom.

PARENTS, The Indispensible Ingredient

Parents again demonstrated themselves as an indispensible ingredient at the Indy Prep Annual Awards picnic. They have been essential to the success of the community-based education program and are a vital link to the "total" student and the integrated service Indy prep offers.

Pat Brook organized the picnic. Her son, JR, was one of eight students to be recognized by Judge Val Boring, the probation officers, and Indy Prep staff for making a significant contribution to the community.

Mrs. Catherine Elsburg, mother of Indy Prep student, Billie Joe, earned the *"Indy Prep Mother of the Year"* award. She assisted Margaret Thomas in the office, talking to students on a daily basis during the spring semester.

After food and games, the evening entertainment was highlighted by the voices of Sabra Mathews and Haditra Abubark with songs they mastered in their music classes. Back up music was provided by students and staff; George Dillard, Martha Jones, John Loflin and Mike Sage.

The picnic was the celebration by all for a successful semester. Of the 46 students, 70% achieved at least one credit in one or more of the following areas: English, Math, Music, Orientation, Physical Education, U.S. History, Science, and Social Studies. Nine of these students received Academic achievement awards for excellence in one or more subject areas. A total of 45 credits were earned.

IT WAS A CHALLENGING YEAR

Reflecting on a year of hard work and accomplishments, CIS Project 101 manager, Val Jones sighs, *"It was a challenging year."*

"In spite of many obstacles the year turned out good, especially second semester. We were able to render a lot of special services which students don't normally receive."

Health Screening fostered a double highlight for the social service team. Complete health screening was provided by People's Health Center for 79 of the 117 program participants. Another 35 were seen through the schools program, administered by Health and Hospitals. This program drew tremendous parental support. Parents were very interested in the test results. *"Andrea Redford and her social service team did a tremendous job with complete follow-up,"* commends Val. The Sickle Cell Foundation gave an interesting presenation to the whole project. CIS staff frequently assisted school social workers tracking down truancy cases with follow-up parental conferences. Bill Spalding was a *"Dean"* of sorts, handling student behavior problems school-wide.

Ongoing tutoring was provided five periods a day in Math and Language Arts. *"The Staff, Wanda Boynton, Dave Labrum, Vicki Busic, Alfreda Smith and Karen Sawyer, were all successful in helping kids raise grades,"* says Val. *"I especially want to commend Wanda Boynton who made extra special efforts to stick with the kids until they improved their Math."*

Programmatic events covered a wide scope of interests. Ten students sold candy all year. The money was used to see *"The Wiz"* at Clowes Hall and for a year-end trip to Chicago. During the trip, they visited shops in Old Town, the John Hancock building, Marshall Fields Dept. Store, the Aquarium (which they especially enjoyed), had a cookout in Clariton Hills and visited the Wax Museum, which really intrigued them.

Bowling at Twin-Ayr Bowl-A-Mat was a weekly event, made possible through their generous special rates. A skating party was held at Roller Land, where they helped our budget concerns with free skates. The Christmas Party was held at West Minster United Presbyterian Church. A Halloween dance and a Valentines Ball was held for the whole school, with Chip Ellis spinning the records. Cross-country skiing at Eaglecreek was an exciting adventure. The group found the Chinese exhibits at the Children's Museum to be especially interesting. Thanks to the use of the Church Federation Metropolitan Center gym, athletic activities were held by-weekly. One brave group went on a caving expedition. Movies, matinees, and caseload dinners were also frequent.

A family year book was coordinated by Wanda Boynton. The students each had their own page. The eighth graders each received a silver ring for graduation. Wanda, Karen and Alfreda arranged for the rings through Sun Jewelry.

"I'd like to commend my staff for their efforts this year, Robin Shields, who with his special rapport with staff and the administration, was a great help in keeping things running smoothly," concludes Val.

A MEMORABLE, IF NOT TREASURABLE YEAR

An experience is memorable to the degree that one can, in retrospect, find satisfaction in what one has accomplished, and can look forward with hope, because his past has enabled him to see greater meaning in the future. We at Project Success, CIS program at Arlington High School, find that the experience of this past year is memorable if not treasurable.

As a family of students and staff, we have developed relationships that will long be remembered. We have learned to work together for mutual goals; to share insights and knowledge; to resolve conflicts; to trust another with private thoughts.

We see the past as memorable because many learned of new ways to solve old problems. Others saw that solutions are not always easy, and that more than just a few tries may be necessary before success is realized. The past is memorable because we were able to reach back and sample the excitement of the past as expressed in our unique heritage. Some came in touch with the excellencies of Art, Music and Drama. Others had the opportunities for physical development through organized sports and recreation. Still others were able to assess their own attitudes to social problems such as sexism and racism.

To some, the one-to-one relationships were the most meaningful whether it was in tutoring, counseling, or just sharing. To have sat in a home with parent and student and set common goals for school success may have meant the most for someone; or to have had someone who cared share the fear of a court appearance is what is to be remembered. Then too, it could have been the opportunity to have a health examination because someone took the time and interest to help.

Whatever we did together, the experiences are all memorable because they are all saying the same thing: *"Someone Cared."*

UNIT I Cont.

management. I'm eager for the new year with the opportunity to apply all we've learned."

Programmers, Larry Oliver, James Harris and Ken Stout, kept everyone moving with lots of fun activities. At Christmas they joined Santa in visiting nursing homes where they left fruit goodies and lots of smiles. A majority of the unit participated in Intramural sports with 3C taking first place in football and second place in basketball. The Ringling Brothers Circus, Holiday on Ice, and Shrine Circus were favored events. One picnic turned out so well that it was followed by a couple more. MCL was the site for a unit dinner where they celebrated all their victories.

Caseload activities took on a cultural slant, with Indiana Repertory Theatre as the center attraction. Trips were taken to IUPUI, the City Market, museums and some students went window shopping downtown for the first time. Dining out was a frequent reward activity for good grades.

The Social Service unit team, consisting of Cassandra Williams, John Fuller and Mayme Penman, had a busy year with Health Screening as their main goal. Ninety percent of the unit was screened by Citizen Ambulatory Clinic.

Several interesting endeavors were taken by the educators, Melinda Burcham, Char Buehler, and Susan Ray. Some classes used supportive education contracts where students contracted to do a certain number of projects for a particular grade. One Pottersville project in Orientation, was *"Let's Take A Trip."* Students had to research cities and answer questions about the capitol, food produced, population, and cultural activities. They had to find a job in each city, research the kind of education required, and know the advancement opportunities.

Junior Achievement brought a program entitled Project Business into orientation where "students got a bird's eye view of the business world," said Laura.

Facilitators, Gary Cunningham and Doug Strout, did a good job keeping everything running smoothly as the three content areas worked together to provide a well-rounded experience for the students.

Dances, Florida and Cultural Events Initiated by Student Groups

During the 1978-79 school year, Unit III enjoyed many activities. To highlight these successful events, I must start with the student groups that initiated most of them. A dance committee was organized to raise funds for a trip to Disney World. The students sold pumpkins and held a raffle with the help of parents and Haag Drug, Inc., who supplied gifts.

Academically, Unit III was fortunate to have an inspiring and demanding teacher, Mr. Jerry Marlin, who, with the help of Ms. Ann Blow, formed a peer tutoring group of ladies known as the Athenians. These young ladies provided tutoring workshops for those students in need. Another weekly tutoring session, sponsored by Ms. Sandy Leonard, was available every Thursday. Paula Wiseman, Rutha Sims and Sandy Leonard offered a great deal to students through the reading program.

Sports were very popular in Unit III. Over 80 percent of the students either supported or participated in football, volleyball, bowling, basketball, table tennis, pocket billiards and other recreational activities which were available weekly. The unit had a winning spirit that prevailed with a first place in football and second place team in basketball. Programmers Ann Blow, Ken Captain and Tom Klinge put in a lot of time coordinating the many projects.

Culturally, the spirit moved on, with the Unit attending all of the IRT (Indianapolis Repertory Theatre) shows for the 78-79 season. The students wrote critiques on the plays for English and/or reading credit. The Unit also visited 3 performances at Clowes Hall, and enjoyed a very special evening at the Christian Theological Semin[illegible] Theatre with Cyrano De Bergerac. Monthly visits to neighborhood cinemas and playhouses were on-on-one activities for staff and students. Neighborhood community centers were frequent sites for recreational and study time.

The Unit was fortunate to have a job counselor readily available in Paul Allen. This man helped over 60 students project-wide secure jobs. In addition, he served the Unit providing pre-interview sessions and helped qualified sophomores acquire jobs. Many workshops were availalbe for Unit III through Orientation classes. Subjects such as career counseling, law education, and the Morris Plan were discussed. There were pre and post tests given in the career area and reading development.

Through the Social Service area of the program, 90% of the students were provided with health screening from local clinics and the two CIS nurses. The Social Service team; Paul Allen, Debbie Lampkin and Herman Humbles; was also available for crisis counseling and for referrals of problems that couldn't be dealth with immediately.

Many parents visited the project events and helped with fund raising projects. Two of the most helpful were Mrs. Mary Golightly and Mr. Robert Godwin. They went to plays and attended some recreational events. Facilitators Marcia Martin and Arthur Coleman were kept quite busy managing these numerous efforts into a balanced program.

Special thanks to the many contributions whose donations made new experiences a possibility for students who may never have known what it was like to leave the state of Indiana, and especially to visit Orlando, Florida. Indiana National Bank and K[illegible] Oldsmobile Dollar Rental were among the companies, agencies and parents [illegible]o helped to make a successful humanistic project.

by John Halliburton

Indianapolis Cities In Schools

Issue 37 May, 1979

Geometric Ski Sweaters!

"Class, you are about to learn how to turn thermal underwear tops into ski sweaters!"

These were the surprising words spoken by Alismarie Miller to her fourth period geometry class. You may be asking how this all relates to math. Here's how!

To begin the projects, the students were given a sheet of graph paper and shown how to graph various geometric designs on the paper. They then created their own sweater designs using black and white. This was evaluated by Ms. Miller.

Step two involved graphing the same or revised pattern in the color scheme they would be using on the thermal underwear top. Next--all students were taught how to do cross stitch embroidery. Money was collected and Ms. Miller purchased **heavy** thermal underwear tops from Sears. The colored patterns were then transferred onto the top using colored embroidery thread and cross stitch. The finished products were beautifully embroidered, geometric sweaters. All the class participated and were quite proud of their acccomplishments.

Ms. Miller and her sweater crew

All the sweaters were entered in the Tech High School Math Fair sponsored by Mu Alpa Theta. The sweaters, along with all other math projects were judged by Mr. Belding, Dr. Vannatta, and Mr. Jim Brown.

Second place honor went to Rose Jones and third place to Connie Sims for their sweaters.

by Jeannette Kniesly

CIS Sponsors Essay Contest

"What Tech High School Means To Me"

Unit I of the Tech 300 program recently sponsored an Essay Contest for Tech students. The theme for the essay was, "What Tech Is or What Tech Means To Me." All entries submitted were to be of least 300 words in ink and on theme paper. The essays were judged on content, originality, grammar, and structure. First prize consisted of an engraved plaque, $25 U.S. Savings Bond, and the entry published in the Cannon (Tech student paper). Second and Third place prizes was $25 Savings Bonds.

Robert Stockard, Vice Principal, and Larry Oliver congratulates essay winners.

The winners were Charles S. Miller, (SR), Roll Room 722, Dawn Frobe (FR), Roll Room 371, and Arlene Soots (JR), Roll Room 343. Congratulations to these three Titans. Hats off to the other entrants that participated.

Special thanks go to Larry Oliver who coordinated the project and teachers from the English Department who did the judging.

In light of the success of this project, plans are underway to have another essay contest next year when hopefully even more students will participate.

DIRECTOR'S CORNER

Washington Program Pioneers Visit Indianapolis

TOURS

Indianapolis was pleased to host a two-day tour when staff from Washington, D.C. visited the program on May 3rd and 4th. Most of the visitors were from the D.C. Cities In Schools program, while others were from the Department of Human Resources and the United Planning Organization in Washington. Activities for the two days included a tour of four of Indianapolis' projects and meetings with agency coordinators and school administrators. The CIS program in Washington, which is in its first year of operation, is located at Terrell Junior High School in Northwest Washington.

PROJECT BUSINESS

As we approach the end of the academic year, our thanks go to Ms. Jean Richcreek and her staff from Project Business for conducting such a successful program in Orientation classes this year. Having the business people in the classroom has been an extremely rewarding experience for our students and we look forward to the program in future years.

CAREER EDUCATION CONFERENCE OAKLAND VISIT

Mary Jane McConahay and Wayne Palmer had an opportunity to attend the College Board Workshop on Evaluating Career Education in San Francisco from May 6th to May 10th. The conference focused on such topics as evaluation design, evaluation techniques and the implementation of different types of evaluations. During the same week, Mary Jane and Wayne spent half a day at the newly-opened Cities In Schools project in Oakland. They met the staff and the principal at Hamilton Junior High School and reported that the trip was a valuable experience for all.

A.I.R. SPRING INTERVIEWS

As we come to the end of the second year of our evaluation, representatives from the American Institutes for Research are once again interviewing randomly selected CIS students. Several students at a time are being taken from Orientation classes to spend approximately one-half hour discussing their experiences in the Cities In Schools program. Next year, the entire process begins again in the fall and will be completed at the end of the academic year.

SUMMER PROGRAM

Bill Smith and Wayne Palmer, from Cities In Schools, along with Bill Douglas from Indianapolis Public Schools have now completed negotiations for the Summer Youth Work Program. The Cities In Schools program has contracted with the Division of of Employment and Training to place 161 youth in summer jobs. The following twenty-one agencies in the city have agreed to accept youth into their programs by providing valuable work experiences:

Urban Walls
Obstacle Course
Indianapolis Museum of Art
Atkins Boys' Club
Girls' Clubs (2 sites)
Christian Theological Seminary
Parks Department (2 sites)
Indiana Repertory Theatre
School #26
School #45
Salvation Army (3 sites)
Children's Museum
Lung Association
United Cerebral Palsy
Martin Luther King Day Care
Citizen's Ambulatory Health Center
Martin Center (2 sites)
Indiana State Museum
St. Bridget's Nursery
Goodwill Industries (5 sites)
Crossroads Rehabilitation Center

Week-long Drug Abuse Seminar Presented; Students Learn Invaluable Knowledge

Interesting and invaluable knowledge was presented to the students of Unit III the week of May 14-18. A series of speakers addressed the subject of drug abuse, drug prevention methods, and crimes committed while on drugs. Monday, May 14, Major Charles Johnson of the Plainfield Diagnostic Center, discussed procedures in the center, inmate life while in prison, and other very interesting prison related issues. Tuesday May 15, Mrs. Betty Buford spoke to the class on drug abuse, "The Life of a Junkie", and other relevant issues of drug addiction. There was a rap session held in the Media Center, Room 859 from 2:30 to 4:30 p.m.

Wednesday, May 16, Mr. Virgil Gavia, consultant from the State Board of Health, Education Department, and Mr. Michael Bryson, counselor from Methodist Drug Treatment Center, were speakers. Mr. Gavia lead a beautiful group interaction that permitted both adults and students to see the effects of drug use and misuse on the individual and community at large. Miss Julie Evans' second period health class also participated in this group interaction.

Chronic alcoholism and the mixing of various drugs, such as P.C.P., L.S.D., and T.H.C., were the discussion topics on Thursday. Mr. Danny Alenduff and Al Edmonds from Delaware House spoke from personal and experiential viewpoints.

The program concluded Friday, May 18, with Mr. Davis L. Smith and Mrs. Betty Norfleet sharing the spotlight. Mr. Smith is employed at the Detroit Diesel Allison Corp. as a Data Technician. His presentation afforded students the opportunity to participate in the Pottersville portion of the career education program. He showed a 20-minute film that addressed the many sectors of life that the Allison Division and their machinery products affect. Mr. Smith also gave a detailed explanation of the G.M. Institute, which the students found to be interesting and informative.

Mrs. Norfleet is a nurse with 20 years of varied experience, employed by the N.E.M.S.C. on loan to Tech 300. She discussed the various effects drug abuse has on the human body.

by Debra A. Lampkins

Bowling, Circus, Fair, Kings Island, Wheeeeee... School 26 Had A Busy May!

April ended with bowling and Circus activities and with a Career Day co-sponsored by CIS and the guidance counselor, Mr. Bernie Keller. CIS arranged for representatives from St. Vincents' training program, UAW apprenticeship program, Shortridge ROTC, Parr Lance Med Tecs, Indiana Bell Telephone, and ex-Pacers, Billy Keller and Wayne Pack to come to speak to the students.

CIS also had input in the International Fair which was May 10 on the parking lot. Each homeroom studied a country in the Middle East and prepared displays to be viewed by the entire school. Some Staff arranged for speakers to talk to the homerooms about the countries and also for the Children's Museum and the Public Library to donate materials. Altogether, it was a visually festive and educationally creative activity.

The greatest amount of energy in May was devoted to fund raising for a trip to Kings Island. Approximately 40 students enjoyed the May 20th adventure. Each staff sponsored fund raising efforts with his homeroom to provide the money for the trip. Several staff set up "Drawings" with prizes ranging from hand-held calculators to Marsh gift certificates to disco record albums to Burger Makers and canister sets. Also, car washes were held (compliments of McDonald's and Bonanza who donated their parking lots, unlimited water supplies, and free cokes). Most dedicated of all, Martha Knotts arose at 2 a.m. Saturday, May 12, to take 5 students to the Indianapolis 500 track to sell newspapers. Unfortunately, the profits were limited due to the rain. Finally, some enterprising staff supervised the making of key chains which were sold for $1.50. Altogether, over $460 was raised to finance the big event.

by Robin Blanton

Achievers Honored At Math Tea

The Annual Tech High School "Math Department Tea" was held this year on May 24 in the Anderson Auditorium. Before the honors were presented, the students enjoyed refreshments furnished by the Mu Alpha Theta Math Club. A string ensemble from the school furnished musical entertainment. The following Tech 300 students received recognition for excellence in math (determined by either raising an F mark to a B, a D to an A, or maintaining a high B or A mark throughout the year): William Bowers, Janet Day, Pam Dockins, Ronald Golden, William Golightly, Denise Harris, Diane Harris, Jerry Harwell, Elsa Helms, Terita Holloway, John Johnson, Kenneth Musgrove, Patrick Payton, Constance Sims, Lyndon Vaughn, Eric Waterford, Lois Wright.

STAFF SPOTLIGHT

"I could stay here for twenty years." - Niki Girls

"I throughly love my job," says Niki Girls. "These kids are a continual up. They're great, they're invigorating!"

Sitting behind her desk in the Dean of Girls Office, Niki finds it essential to stay positive and try to keep her enthusiasm up twenty-four hours a day. Positive thinking is a way of life for this farm girl from Moline, Illinois, who decided to be a counselor in the second grade because, "It looked like fun to me."

"I never get on a negative agenda, it's not productive," says Niki. "If you can't say something good or joke about it, don't say anything at all. My sense of humor keeps me from going crazy."

Asked how she approaches the disciplinary problems she faces daily, she replied with a straight stern face, "I'm mean.... "Really," she broke with a smile of genuine concern as her mind focused on the young women she counsels. "It's important to remember that every student is different and should be treated differently. I try to figure out what's going to work the best to change that student's behavior so that they can get along in the class...at least get to it."

"Staying in touch with the teachers and other staff who see them in a different environment is a must," she emphasized.

Along with the disciplinary issues she counsels many girls with personal problems, which may or may not directly effect attendance or behavior. "The hardest thing," says Niki, "is to let them know I can be a friend and a disciplinarian at the same time. It's hard to find that happy medium."

Tough cases don't discourage her. In fact, "The ones who give me the hardest fight are the ones I enjoy the most. I think it takes a lot of determination and guts to make it in this world--to do the things you want to do. I figure if they question what I say, they are at least thinking about it, rather than just shuffling along with whatever until it's too late. I like kids who are enthusiastic or at least are aware that they have a lot of living to do and haven't burned out already--ones who at least know something that they want or at least think they want!

Niki generates enthusiasm in all those around her. Hearing her success stories is a real joy, but realistically, one can't always be successful. "Frustration," says Niki "is not having the time or not being smart enough to figure out what's motivating that particular girl to do whatever she's doing. It's important to recognize when I can't be effective with a student and I think someone else can."

"There are disappointments. Sometimes the ones you work the hardest with and have the most hopes for are the ones who disappoint you the most. Sometimes it's hard. I guess I think about it for a while, then someone else comes into my office and picks my

ATTUCKS PREP VISIT KINGS ISLAND CINCINNATI ZOO

Twenty students and staff from Attucks Prep spent a busy weekend in Cincinnati a few weeks ago. The group drove down in a caravan of rental cars and stayed at the King's Island Inn. After a day of riding The Beast, (a two-hour wait, but worth it) and playing in the Arcade, everyone ate a late dinner in the motel dining room. Several students found time to swim in the indoor pool before a trip to the Cincinnati Zoo on Sunday. Remarkably enough, no one was lost on the way to the Zoo, despite a winding detour, and everyone returned safely, ready to go again--**next** year!

Pottersville Car Wash

"We wash your car like it was our own."

During the cold snowy month of January, Debbie Lampkins and Paul Allen were hatching an idea that required Spring sunshine. The plan they were concerned with was a student owned and operated business, "Car Wash," as a "Pottersville" activity. A presentation was made to Unit III students at the end of February and interested students contracted to become company members.

During the initial planning stages, it was determined that four management positions would be necessary to afford efficient company operation and elections took place. Elected officers began developing their respective organization and delegating their authority with regard to such matters as ticket preparation, advance ticket sales, and individual wash responsibilities.

On March 6, company members began soliciting persons on campus. Representatives began the process of record keeping and learned the value of good sales techniques. Through company meetings it was agreed that tickets would be sold daily and automobiles would be washed on Fridays from 2:30 p.m. to 5:00 p.m. Daily ticket sales dollars were submitted to the company treasurer.

Friday, March 9, 1979, the first car wash day, began with overcast skies and a cold drizzle. At homeroom the company members met and agreed to meet at 2:30 p.m. to assess weather conditions. At 1:00 p.m. the skies began clearing, the sun peeked through the cloud cover, and by 2:30, Pottersville Car Wash, Inc. had begun the first car wash of the spring semester.

Pottersville Car Wash, Inc., was developed to serve the student in at least four ways: to enhance the students awareness of responsibilities, to acquaint the student with management skills, to familiarize the student with the world of work and to present to the student the challenge of the American system of business,...profit and loss.

In order to give more students the opportunity to be leaders, the semester was divided into two parts. Officers the first two months were: William Golightly, president; Terita Holloway, secretary; Joe Richardson, promotions. Officers the last two months are: Daniel Simms, president; Andrey Jones, secretary; Sharon Freeman, promotions.

SPOTLIGHT (Cont.)

"I'm Impacting Lives"

spirits up. I don't allow myself to be bogged down by my failures or theirs."

What's the key to motivating these young people to turn around? Such a difficult question, but Niki answers without hesitation, "Be excited about them as individuals and truly like them. If you don't like them or aren't interested in them, they need to see someone else because they know where you're coming from. The answer is working hard and not settling for anything less than what you want. If the kids are worth helping it takes a lot of work, a lot of giving, honestly and not always being appreciated for it. You have to work at giving. You have to work at receiving and you make a lot of mistakes. Instead of crying over mistakes, just try and learn from them. Mistakes are unfortunate, but we're all human."

Niki got her B.S. in Human Development (Psychology) from Purdue in 1974. She's working on her Masters in Personnel and Counseling at Butler. At her request, she was loaned to the Cities In Schools program from the Girls Club. "I requested to come because the CIS plan seemed to offer more functional help with students' education and recreation." Three years later she says, "I love my job. I'm impacting lives. They get everything I have to offer, good and bad. I see lives being changed all around me. This is definitely a worthwhile program. I hope we get funded **forever**!"

In her spare time, Niki likes to "have fun". Her hobbies are swimming, tennis, reading, and horseback riding. "I want to own a Fiat MGB white sportscar, so I can hotrod it around town. I love driving fast!" As for future plans, "I really enjoy what I do. I could stay here for twenty years!"

Indianapolis

Cities In Schools

Issue 36 April, 1979

Betsy Baltz introduces Kent Smith to the role of Director. photo by Dave Benedict

Frankie Pinkston
Principal

Danny Hodges
Director
Pupil Programming

Chris Poteet
Business
Education

David Witney
Art

Sherry Harris
Foreign
Language

TURNABOUT DAY

Seniors Take Over Tech High School

"If I was principal of this school...," "If I was the teacher...," "If I was in charge.." "Just what would you do? The senior class had to answer that question when they took over Tech High School April 27."

The event was Administrative Turnabout Day, where Senior Class leaders got to take over administrative positions. In addition each class elected a student teacher. It was a real day of fun as many teachers took their roles as students so seriously they ended up in the Dean's Office writing, "I will not be mean to my teacher."

On the serious side the forty-four student administrators were divided into three groups and given real problems to deal with. First, a controversy was staged between (students portraying) Woodruff Place residents asking that the gate be closed. The administrators decided to leave it open, and work with the community to improve the situation. Behavior on campus and smoking on campus were other issues.

More important than the actual issue discussed was the thought process. "We wanted them to experience what goes into the decision-making process, what has to be considered, what's behind the total thought process," said Robert Stockard, Vice Principal of Pupil Personnel.

Being Director of Tech 300 was especially intriguing to Kent Smith because he was in the program his Freshmen year. He went all out for the occasion. Showing up in a black tuxedo, he was off for a day of excitement, greeting a staff of 200 and meeting with visitors from Washington, D.C.

Five other administrators were previously in Tech 300. They are: Frankie Pinkston, Principal, Danny Hodges, Assistant to Director of Pupil Programming, David Witney, Art Department Head, Christ Poteet, Business Education Department Head and Sherry Harris, Foreign Language Department.

Kent Smith tells of his experiences in Tech 300 and future life plans as he meets with Paul Miller, Betsy Baltz and Haru Oostdyk. photo by Dave Benedict

DIRECTOR'S CORNER

Summer Program Offers Real Life Work Experience

The tone of this year's summer program will be slightly different than in previous years. Although jobs will still be available to students, there will be a greater variety and a larger number of these jobs. Students may have the opportunity to work as artists for urban beautification, youth workers in a park setting or at neighborhood centers, assistants at museums, nurses aids, etc.

The Cities in Schools project will accomplish the following during this year's Summer Youth Program.

1. **Provide a Real Work experience** - Only by doing real work which is comparable to jobs currently found in the community are youth. especially disadvantaged youth, able to conceptualize and plan for their own eventual employment.
2. **Career Exploration** - All too often youth are unaware of the numerous occupational opportunities available in their communities, especially in the area of human services. By offering numerous job types for exploration during the summer, youth have the opportunity to explore careers.
3. **Community Involvement and Service** - Youth are usually aware of a wide range of people, services and agencies who assist them during their formative years. By involving youth in the delivery of services to their community, they will be able to feel a part of the community support system as a deliverer of services as compared to their previous relationship to their community which was a service recipient.
4. **Integration of the School and Work Experience** - Career and vocational courses are offered in all CIS classes in the area of career awareness, career decision-making, and preparation for the world of work. By offering numerous job opportunities during the summer, information learned during the school year can be applied, bringing the practical integration of school and work experience to a meaningful and productive culmination.

Plans for the summer program will be finalized by the middle of May and the program is scheduled to start by June 18th.

Betsy Baltz introduces Kent Smith to Paul Miller

Photo by Dave Benedict

SPRING HEALTH SCREENING

March, April and May are health screening months for Project 101 at Peoples Health Center. Our 7th grade students were checked for anemia deficiencies, dental needs, blood pressure and weight. Our 8th graders had their blood pressures checked.

Some Project 101 students were the fortunate ones to view "The Wiz" at Clowes Hall. Every other Thursday is reserved as "Gym Day," at Metropolitan Children's Center for Project 101 students to play ball. Individually and collectively our young people have participated in field trips to the Chinese Exhibit, movies, Pacer games and the weekly trip to Twin Ayre Bowl-A-Mat.

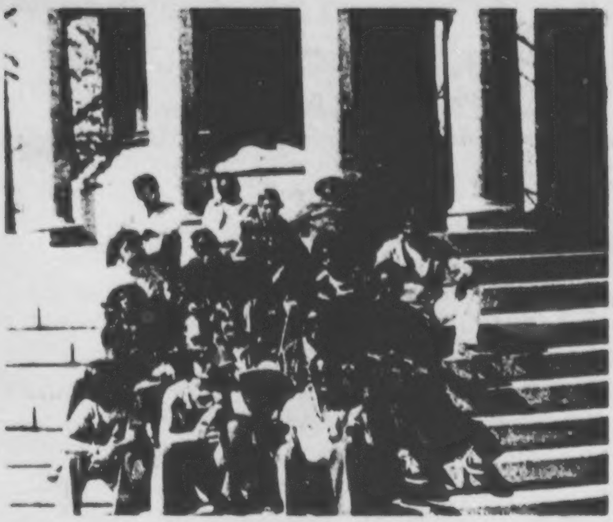
We were fortunate to receive tickets to the Shrine Circus at the Fairgrounds Coliseum. To bring our six-weeks to a close, several staff and students used the half-day constructively for a caseload luncheon, a visit to the Environmental Fair at the City Market and wound up the afternoon with a trip to the movies.

by Val Jones

- TOURS -

Paul Miller from the Regional Title I office and Wayne Monson from the Indiana Department of Public Instruction were here for a two day tour of the Cities in Schools program on April 26th and 27th. They had the opportunity to meet with Content and administrative staff, as well as to sit in on several program classes. On the second day of their visit, they spent some time with Kent Smith, Vice President of Tech's senior class. Kent was acting the director of Cities in Schools during Tech's Turnabout Day. CIS will continue ongoing communications with Mr. Miller and Mr. Monson regarding Title I involvement.

TRIPS



SPACE MOUNTAIN
photo by Willie Blow

What Goes Into A Trip To Florida

What goes into a trip to Florida? This unique experience which Unit III enjoyed didn't come together overnight. It slowly fell into place over six months of planning.

Through school dances and other fund raising efforts they raised a total of $900. Indiana National Bank donated $500 toward the trip. Trip coordinators: John halliburton, Willie Blow and Debbie Lampkins contributed endless hours towards the group fund raising efforts as well as counseling with students and parents as they budgeted, worked extra jobs and saved towards the big spring break trip. Cost of the trip to the sixteen students who participated was $45 each.

The long trip to visit Disney World, Kennedy Space Center, Daytona Beach and Look-Out Mountain was exciting and enjoyable, but anything but a restful vacation for the staff here were back in the classroom almost immediately!

PROGRAM TRIPS

MORE THAN A VACATION

Trips that ar≥ sponsored by various [illegible]es of the Cities In Schools program are something more than a vacation or a simple trip to another city or state. The trips provide an opportunity for students and staff to build a warm and lasting relationship.

The trips provide a variety of educational and cultural experiences in which students and staff concentrate on the need for caring, sharing and the need for consideration for people, places and things.

Activities of this nature should never be considered as a waste of money or time. One has to be broad in their thinking and prospective to visualize the impact of what the visit to another state does for a student who has never been out of the city of Indianapolis or state of Indiana.

Simple things that most people take for granted, such as the procedures of ordering breakfast while seated in a restaurant are learned. Here they have [illegible]e opportunity to learn eloquence and [illegible]at is important through experience.

I'd like to thank Ms. Betsy Baltz, Project Director and Mr. Ray Reed, Principal at Tech, in behalf of myself and Unit III, for being strong people persons and for the range and depth that it takes to educate, cultivate and assist students as people to meet their maximum potential.

by Debbie Lampkins
Social Service, Unit III

DISNEY WORLD
Photo by Willie Blow

Sunshine On Our Shoulders

Trip report by student, Lundy Mitchell

From early morning March 31 to late April 5, a group of 22 students and personnel took a break from the rainy weather here at home to go down and enjoy the warm Florida sunshine.

Among these people who rode in station wagons down to Orlando for the Spring break fun were: Ms. W. A. Blow, Ms. Wanda Guerin, Mr. John Haliburton, his son David, Mr. Herman Humbles, Mrs. Debbie Lampkin, her child Vanessa, Jeff Bryant, Greg Collins, Georgetta Fox, William Golightly, Alfred Gray, Rocky Levell, Linda Mitchell, Cleester Morris, Terri Powell, Jerry Richie, Terry Richie, Robert Robertson, Danny Royster, and Daniel Simms.

The first night on the road was the worst. We left Indiana around 7 a.m. One of our cars had car problems but was repaired without further delay. We arrived in Atlanta around 8 p.m.

Sunday was another day on the road. One car found a way to rid themselves of "the hum-drum ways of nothing-to-do-while-driving-down-the-interstate." This car had a group of 5 boys: Jeff Bryant, Greg Collins, Jerry Richie, Terry Richie, Robert Robertson, who believed their sole purpose in that car was to make people laugh.

THE BEACH
Photo by Willie Blow

Sun On Our Shoulders (Cont.)

Monday we spent the day at Walt Disney World, in Orlando. That event is a story in itself. The main attraction seemed to be "Space Mountain" which has an enclosed rollercoaster, which almost everybody rode twice. Other fun things were "The Haunted Mansion," "The Race Cars," and "It's a Small World." "Educational things were "The Hall of Presidents," "If You Had Wings," and "The General Electric Moving Theater."

Wednesday was a gloomy day for we started for home. We stopped at the Space Center, near Cocoa Beach, where we learned about rockets and their engines. Driving away we stopped at an orange grove. There's nothing like the fresh taste of a tree-sweetened orange!

Thursday was our last day on the road. We stopped in Chattanooga, Tenn., to visit Lookout Mountain. We saw 4 states from way up there and a drive-in movie theater.

Every person on that trip will remember the fun in the sun, as well as the many educational benefits we experienced.

We learned John Halliburton is afraid to take off his hat because he is going bald! Greg Collins now believes there is an ocean. But most of all, we learned that different races of people can mix without any major difficulties.

Improved Grades and Attendance Afford Education and Fun In The Florida Sun

On March 31, 40 students from Unit V of Tech 300 (Cities In Schools) left the hig school parking lot with 10 staff members, too much luggage, and just as much food. Destination - Orlando, Florida. The itinerary, after arrival, included sightseeing in Orlando, a day at the ocean, and the expanse of Disney World.

The trip was conceived early in the school year and was planned to serve as a reward for students who proved themselves in good grades or attendance. The final list of students eligible for the trip was not completed until a week before departure time. This was effected so as to include the fourth six weeks grading period and other program activities in the eligibility requirements.

Instead of driving straight through to Florida, plans were made to rest up a night in Atlanta. After sleeping off the first half of the drive, our caravan spent the day at the home of Roy Kendall, director of St. Luke's Street Academy in Atlanta. Mr. Kendall's spacious home, complete with forested hillside for a back yard, provided the students with an opportunity to observe at least part of a city that is so very different from Indianapolis.

The time spent in Florida proved to be both educational and exciting for all of the students. The joyful reaction of one's first glimpse at the ocean is always a satisfying experience. Surprisingly, once our group became accustomed to diving into the cold waves of the Atlantic, it proved harder to get them out of the ocean, than to keep the sand out of the vans. Although everybody was wet, salty, sandy, and tired, the overall reaction proved the day most successful.

It seems that Disney World was a little different from what the students expected. They seemed to want, at first anyway, more of an amusement park atmosphere. But after the spirit of the park sank in, most of the students were duly impressed. Inspiring architecture and creative imagination were present in all of the buildings, displays, and rides throughout Disney World. Disney World is an excellent example of the inclusion of history, geography, music, and the idea of international dependence, into a festive, absorbing afternoon. It seems that Disney World was one of the more popular events of our trip.

Overall, there is no doubt that the trip to Florida was educational and rewarding for all of the students and staff involved. More importantly, aside from all of the tourism accounted for on a trip such as this, the opportunity for students and staff to see one another outside of schools was worthwhile in itself.

by James Striby

Visiting Chicago In A BIG MAC

Not only is a Big Mac a hamburger, it's a luxurious bus from the McDonald's corp. on which students and staff from Unit Four took a trip to Chicago. The bus is equipped with all the comforts of home, including selector vision TV, eight track tape deck and a refreshment center.

Upon arrival in Chicago, the first destination was a visit to the Sear's Tower (world's largest building). The students were taken 1,353 feet above the ground to the Skydeck via express elevators where they were able to see the city from four view points.

Lunch consisted of a most unique menu of deep dish pizza and Italian pasta at the renowned Chicago Pizza, Inc.

An enjoyable afternoon was spent at the science and Industry Museum.

After returning to Indianapolis, the students had dinner at none other than **McDONALD'S.**

Staff members Julia Russell, Susan Moynihan, Calvin Davis and Art Johnson accompanied the students on the trip.

by Julia Russell

"DELINQUENCY" Fits Older Folks Too

We read it in the papers, we hear it [illegible] the AIR of killing and crime everywhere. We sigh and we say as we notice the trend; this young generation where will it end. That may be a part of it might be our own. Too much money to spend. Too much idle time. Too many movies of passion and crime. Too many books not fit to read. To much evil in what we hear said. Too many children encouraged to roam, by too many parents who won't stay at home. Youth don't make movies, they don't write the books that paint the gay pictures of gangsters and crooks, they don't make the liquor, they don't run the bars, they don't make the laws, they don't make the cars, they don't make the drugs that idle the brain, it's done by older folks greedy for gain, and how many cases we find that it's true; the label "Delinquency" fits older folks too.

On April 17 - Mayme Penman, Helen Phillips and Betty Norfleet, attended the 11th Annual National Black Social Workers Conference (NBSWC) in St. Louis Missouri.

Workshop topics centered around educators, counselors and staff in general being able to relate to black youth, as well as dealing with all youth.

The majority of the people we met were working with situations very similar to our own here at Tech-people dealing with young people with socio-economic problems, attendance problems and many with just a general need for understanding. There were 25 States represented. Some of the topics discussed in the work shops were:

1. Family and Child Welfare Services.
2. Stress and distress: Black social workers in social work
3. Cities In Schools, a model of integrated human services delivery
4. How to get the best use in time in human service work
5. Child abuse and neglect in Black families
6. Achieving service integration through Multi Service Community Centers.
7. Action steps in working effectively with sexually active and pregnant teenagers
8. Title XX an underutilized tool for improving services to Black and poor clients
9. Peer counseling

(Cont. to page 6)

ATTUCKS PERFORMS J.C. SUPERSTARS

Students at Crispus Attucks High were well prepared for their performance of "Jesus Christ Superstar." The production was held May 17th and 18th at the Julian Coleman Auditorium at 8:00 p.m. Several project students participated in this musical. Carla White who played Mary Magdalene and Ricky Hughes in the role of Jesus were both involved in the Prep program as Freshmen four years ago. Both Ricky and Carla plan to attend college and major in music.

Sara Davis of the Prep program assisted this production in several ways. She organized a trip to Champaign-Urbana so that eight students and their musical director, Bob Fleck, could see a production of Jesus Christ Superstar. Everyone returned inspired and ready to work hard. Sara was also able to persuade the director in Champaign-Urbana to loan CAHS their costumes.

STAFF SPOTLIGHT

Peggy Has The Magic Element, "I CARE!"

Behind the scenes of the successful production of the Behavior Modification Alternative Plan (In-House Suspension) resides Peggy Thienes. Along with four other staff, Peggy tutors and counsels students, helping them on their way back into the classroom.

She joined the Plan B staff last September because "I wanted the experience of working with inner-city kids in a non-classroom environment."

"I like the psychology behind the CIS program." says Peggy. "It's a more human approach to teaching kids...not being afraid to get involved with them or their parents. It's more informal and you spend a lot more time with them. Kids with problems need more time than average. There's no way around it."

Peggy graduated from Butler University in 1977 with a B.S. in Biology. She Minored in Music. She is a licensed teacher.

Her past work experience was varied. She worked at the Indianapolis Zoo a year and a half. She taught guitar lessons, and worked as a substitute teacher. Last summer she worked as coordinator for the American Chemical Society Project, where she supervised high school students working in university and medical science labs, giving them a feel for the field of research.

Her draw to young people had been developing over a period of years. "As the needs became more evident to me, I began to wonder if I could be effective in this line of work."

She certainly has been effective, not just in the obvious ways she effects the students she works with, but also in gaining support for the program. "The principles of the program are sound, it lies then in hiring competent people to carry it out." Faced with an unrealistic task of too many needy students in Plan B and too few counselors, Peggy approached Butler University, where she recruited ten students who are now helping with tutoring.

Peggy has a magic element which makes her so successful with kids. It's "I care!" She shows her caring through extra special efforts, such as taking a student plagued with an alcoholic father to Al-Ateen. "Very seldom do you get a spectacular response, but they try to show you they care. They hang around you, do things to get you to notice."

(Cont. to page 6)

NEIGHBORHOOD PROJECT
Clothing Bank - Prize Accomplishment

In an attempt to bring together the school and its immediate community, School 45 CIS staff pool efforts through a program called "The Neighborhood Project."

The Neighborhood project was originally put together by Roger Davis, who is now in New York. The project lives on under the direction of Robert E. Patrick and Katie Smith. "Initially we set out to familiarize ourselves with parents, local business merchants, district politicians, clergymen and community organizations," states Robert Patrick. "After realizing all the potential support we had acquired, we began to develop a few specific areas."

In the area of church involvement, School 45 has been 'adopted' by the Good Samaritan Baptist Church. Rev. Calvin Kelly and their Youth Association are actively striving to involve children from #45 in their youth programs. Successful events in that area have been a movie festival April 21 and an Easter egg hunt April 14.

Presently, the project is involved in an extensive clean-up campaign in conjunction with Mayor Hudnut's Clean-City committee.

"The Project's prize accomplishment is the Inter-Faith Housing-Claysville Clothing Bank," says Patrick. After four long months of campaigning for clothing donations and volunteers to assist in the operation of the clothing bank their dream has become a reality.

The purpose of the bank is to help supplement the economically deprived families in the area with their clothing needs. "We have been very fortunate," says Smith, "in that hundreds of Indianapolis residents have generously responded to our need for new or used clothing items."

"It's a most gratifying experience," adds Patrick, "to watch our ambitious volunteers and to be able to distribute the clothing absolutely free of charge." Since the clothing bank opened March 15, clothing has been furnished for 55 children and seventeen adults.

Clothing Bank volunteers, Barbara Smith, Ann Kimbrough, Tina Wilson and Lucy Williams with Katie Smith.
photo by Robert Padot

SPOTLIGHT (Cont.)

What makes Peggy give so much? How is she able to keep smiling and struggling with kids in spite of the difficulties? "I lean heavily on God. That's my endurance and my peace of mind. Sometimes it's hard for people to understand that I'm not looking down on them because I feel their ways could be better. It's easy to get into real trouble by expecting too much, by trying to mold them too much. I have to always be going back to God and starting all over."

"I try to go one day at a time, set a short term goal for that day. If its accomplished--terrific. All I can do is be there, be ready and willing to help when they are ready to take their first step.

In her leisure time, Peggy plays the guitar, writes music, likes to swim and do anything outdoorsy. "I love to take long walks through the woods." She's engaged to marry Dave Huffman this summer. Whatever her future situation, "I'll always work with kids, if not professionally, as a volunteer."

Community Relations At Indy Prep

Indy Prep Host It Seco Community Relation Meeting.

Thirty-three parents, students, teachers and children attended Indy Preps Second Community Education Meeting. The evening was divided into two (2) segments. The first was community centered and the second was for parents of Indy Prep students. These community committees initiated their first series of workshops and projects.

Education: Several parents will be tutoring students (3) three days a week during the study periods. Two parents are going to be working on their G.E.D.

Project Parents: Nine (9) parents and their sons and daughters will be meeting weekly for the next ten (10) weeks (Wednesdays at 7 p.m.) developing and enhancing their ability to handle personal and family problems. Their committee is being facilitated by Mike Meriweather.

Wholistic Health: Nutrition is the topic that will be discussed by (12) twelve participants bi-weekly. They will be dealing with food preparation and food supplements and a history of the food industry and how nutrition relates to the individuals behavior and health. The second part of the evening was spent with parents meeting in their childs Indy Prep family grouping, talking about the education and social experience they are having.

by Eddie Toombs

DELINQUENCY (Cont.)

There were 164 persons presenting workshops. The conference was attended by approximately 4500 persons.

The impact of the entire event can be summarized by saying that staff members must realize that students, whether black, white or whatever their ethnic background, must be judged as individuals and human beings. W have one common cause, this is to be of service. All ethnic groups must respect one another for what each is worth as a human being.

by Betty Norfleet

Indianapolis

Cities In Schools

Issue 35 March, 1979

"WIZ" Performance Highlights Black History Month

Celebrating Black History Month, at School 101, Nate Trudell and his sounds of Aquarius presented excerpts from the broadway musical of "The Wiz" Wednesday, February 21, 1979.

These high school students, most of them graduates from 101 were, directed by Mr. Trudell, a music teacher of School 101 and accompanied on the piano by Ms. Leslie Taylor also a music teacher at School, 101 displayed **superb** talent, setting the tone and atmosphere of line stage professionalism.

The performers were Dannette Sims, Renee Northington, Danell Milton, Mark Durham, Robert Baugh, Silas Edmonds, Mark Messer, Rochelle Boyed, Sam Green, Kimmy Draydn, Damon Squires, Victoria Gentry, and Anthony Vincent.

Musicians playing were Anthony Vincent, Timothy Merrill, Kenneth Stewart, Darrell Jones, Alfred Officer, and Jerry Wagner. Shirley Clark was narrator and dance coach.

"Sounds of Aquarius" performs "The Wiz" at 101.

A very special thanks to Mr. Trudell, Ms. Taylor and the Sounds of Aquarius for their spectacular live performance of "The Wiz".

If you were not one of the fortunate ones to see this magnificent performance live, check your T.V. guide, as channel 20 will televize excerpts of this performance in a couple of weeks.

by Wanda Boynton

Behavior Modification Alternative Plan

BMAP stands for Behavior Modification Alternative Plan. Another name is In House Suspension. Students are put in BMAP for poor attendance, or discipline problems in the classroom. The students have to report to Rm. 6 in the Arsenal by 8:15 a.m. sharp. If they are late, they are expected to make up the difference at the end of the day. If they are over 20 minutes late, they have to serve another day in BMAP. At 1:00 p.m., classes are over and the students are expected to leave campus immediately.

Sounds like a lot of rules? Well, it's really not that bad. While a student is in BMAP, he or she gets quite a lot of individual help with their studies. If they are behind with their homework in their regular classes, this additional help could hopefully catch them up with the rest of the class. In addition to their regular work that is sent over by their teachers, students have classes in English, math and social studies. Also, improving reading skills is another major interest.

BMAP has quite a few success stories. For example, one student was failing all of her classes the first six weeks due to poor attendance and raised her grades to C's the second six weeks. Another student failed the entire first semester due to poor attendance, and is now attending all of his classes and making good grades. Still another student also failed the entire first semester and is now going to his classes and passing every one of them.

Not all of the students who are placed in BMAP improve this much, but several have. Some students improve their attitudes toward school, home, teachers and their own self image. Often, it is a combination of caring on the part of counselors, teachers, deans, social service staff and others along with BMAP that help the students improve. Students often come back to get help in their classes after they have left the BMAP program. Fortunately, these are not "official visits"!

by Peggy Thienes

DIRECTOR'S CORNER

Management Information Statistics Reflect Improvements

CAREER EDUCATION TOUR

Gerald Elbers, project officer from the Office of Career Education, Washington, D.C., visited Cities in Schools March 6-9. Mr. Elbers toured the Tech project and viewed the Career Ed infusion taking place. A program overview accented by a slide presentation, interviews with family educators, visitations to an orientation class featuring Junior Achievement's Project Business, and individual discussions with staff members highlighted his tour. Mr. Elbers shared information with the Career Ed coordinators and evaluator and received additional insights into the Cities in Schools program in Indianapolis.

VOLUNTEER TUTORS

I would like to thank the ten Butler students who are volunteering their services as tutors to Plan B participants. They are Lisa Amend, Debbie Bhaguandin, Lisa Doran, Bill Farger, Lester Kerr, John Maloy, Richard Moore, Mike Shibinski, Katherine Sullivan and Jim Turner.

FALL SEMESTER STATISTICS

We are now well into our second semester of using our Management Information System (MIS). This has enabled us to more accurately compile statistics which help show what we are really doing for our students and families.

The following data is for the first semester. Keep up the good work!

	Number Students	Number Participants	Percentage Attendance	Social Services Students	Social Services Families	Programmatic	Average Tutoring Time	Jobs	Counseling Sessions Students	Counseling Sessions Families	Home Visits
Plan A I	121	--	81.39	(253)	(200)	609	3.94	8	2,781	638	267
Plan A II	127	25	85.40	(347)	(208)	461	5.50	7	1,740	550	250
Plan A III	111	164	83.13	101	11	517	4.10	11	2,160	423	118
Plan A IV	116	32	80.62	115	32	329	1.18	12	948	340	249
Plan A V	144	167	83.09	(273)	16	474	2.26	16	837	147	166
Arlington	58	1,163	87.33	95	7	200	8.69	6	820	85	60
Attucks	70	707	87.89	74	14	280	12.52	--	564	143	376
Plan B I	120	2,017	85.69	216	128	707	1.98	44	857	115	56
Plan B II	114	3,102	75.24	180	73	121	3.31	7	917	147	78
Plan B III	84	2,101	85.37	166	123	145	26.97	33	1,194	448	249
School 101	124	58	90.26	120	31	541	12.11	3	1,007	316	222
School 45	96	797	92.89	230	23	717	33.81	--	125	45	219
School 26	72	424	86.61	197	[illegible]	359	11.90	--	629	308	310
CIS TOTAL	1,350	10,757	84.92%	2,367	895	5,840	10.89	131	14,789	3,705	2,618

( ) Includes families receiving public assistance

An explanation follows of each of the categories:

Number of Students: Average number of students who were in each project at any one time during the semester;

Number of Participants: Total number of non-caseload students (participants) who were serviced by our staff during the semester;

Percentage Attendance: Percentage of all project students during the semester;

Social Services to Students and Families: Number of social services actually delivered to students and their families last semester, i.e., medical services, jobs, relief, professional counseling, etc.;

Counseling Sessions for Students and Families: Number of recorded counseling sessions provided by staff members to students and their families;

Programmatic: Number of caseload students involved in recreational and cultural activities;

Average Tutoring Time: The average amount of time spent tutoring each student for the semester in addition to time spent by staff in classrooms;

Jobs: The number of caseload students who got jobs with assistance from staff members;

Home Visits: The number of home visits made to caseload students.

Primary Prevention Project New at NEMSC

The Near Eastside Primary Prevention Project (NEPPP) is a new youth program and more it is a unique blend of work and play designed to reduce the likelihood of drug and/or alcohol abuse among young people age 12 through 18 who live in the near eastside area of Indianapolis.

Small groups of 8-12 young people will be challenged to explore alternative activities and lifestyles, to try other ways to live and feel good without getting hurt or getting in trouble. As much as possible, group members will plan and experience activities which they select. Adult facilitators will focus on the group's needs to learn and practice some very basic developmental skills: how to solve problems, make decisions, handle emotions and communicate with others.

Alternative groups begin every three months starting this May. Young people who will benefit most from participation in the project include: those experimenting with drugs and/or alcohol; those showing a low level of proficiency in the skill areas noted above; and those interested in having fun.

If you would like to work with NEPPP as a group member or adult volunteer, call Georgian Mandon, Jo Johnson or Vincent Failla at the Near Eastside Multi-Service Center, 633-8230.

"This project was supported by Grant P-1017, awarded by the Indiana Department of Mental Health's Division of Addiction Services and the Federal Department of Health, Education and Welfare." It is consistent with the adopted plans, criteria and standards of Central Indiana Health System Agency, Inc.

Project Prevention specialists, Vincent Failla, Jo Johnson and Gerogian Madon will be speaking to staff during unit meetings in April.

Braving the bitter chills of February, 400 students and teachers head back to School 45 after an enjoyable afternoon viewing the Indianapolis Ballet Theatre performance in the beautiful Anderson auditorium at Tech High School.

New Games Tournament

Twenty-eight Cities in Schools and Parks Dept. staff participated in New Games Training at Douglas Park on Friday, March 16. The all day event was an opportunity for staff to become acquainted with new concepts and techniques in creative recreation. The New Games experience was broken down into three major areas: soft war, trust exercises and creative play. Emphasis was placed on incorporating New Games into existing recreational programs, as well as in facilitating any future New Games Tournaments. New Games Training provided an opportunity for staff to be built closer together and share many new skills. Most importantly, it ventured an attitude of mutual respect and expectation among all who participated.

by Karl Manders

Job Development Services Provided

When the General Assembly in 1976 declared that 1979 would be the International Year of the Child (I.Y.C.), they attempted to highlight some of the pressing problems confronting youth all over the world and to set in motion plans and programs that would drastically improve the fate of a new generation of youth.

Members of the Tech 300 Social Services Division feel that, "we must become part of that motion by sharing in the uplift of the youth at the grass root level. Our task is to provide services in the area of job development."

The purpose of the job development program is to help students develop an adequate knowledge of the world of work. The program is a general and preparatory program that hopefully will lead students to begin developing more specialized occupational skills upon entering the labor force as a part-time worker.

The program has three component areas:

1. **Recruitment:** Contacting students interested in seeking part-time employment and referring them to pre-employment training.
2. **Pre-employment training:** Pre-employment training is geared toward providing students with employment skills, i.e., filling out application forms and interviewing techniques, which are necessary for meeting minimum hiring standards. After the students complete the pre-employment training aspect of the program, they are referred for placement.
3. **Placement:** Placements are obtained by contacting prospective employers who offer the recruiter the following information; job title, starting date, pay rate, hours, supervisor, job performance requirements, and employer acceptance requirements.

For more information about the Job-Development Program, please contact the following social services staff: Mayme Penman, Family 1C (Barracks) Recruitment; John Fuller, Family 2C (Barracks) Pre-employment Training; Paul Allen, Family 7 (Barn) Placement.

by John Fuller

BUTLER VOLUNTEERS TUTOR IN PLAN B

How do you know how to find out about what you don't know that you don't know? One sometimes gets the feeling that trying to sort out some of the homework assignments students get is a little like trying to wade through the above sentence. Why? The reasons are varied, but everyone has trouble with understanding assignments sometimes.

Often students need to get outside help with their classes. One source some TECH students have been using are ten students from Butler University. They are Lisa Amend, Debbie Bhanguandin, Lisa Doran, Bill Farber, Lester Kerr, John Maloy, Richard Moore, Mike Shibinski, Katherine Sullivan, and Jim Turner. These students from Butler have been coming to TECH in their spare time on a volunteer basis. They have tutored primarily in English, reading, math and social studies.

So far, the Butler students have put in over 70 hours of actual tutoring and have worked with almost 40 TECH students. Several students have shown positive improvement both academically and socially. This experience has also been valuable to the Butler students by enabling them to get some practical experience working with inner-city high school students.

The Butler students will be here for a few more weeks (depending on how heavy their own school schedules are). Whatever time they are able to give to the TECH students will be gratefully accepted.

by Peggy Thienes

AYM·Shares Gail Besore With Plan B

In response to a community need arising from the influx of hundreds of Tech students passing through and hanging around Woodruff Place, Area Youth Ministry opened a Drop-In Center at 1728 Cross Drive in 1971.

Their goal was to draw students off the drug packed streets, into a constructive environment where their energies and free time could be consumed in games and conversation.

The Drop-In's doors swing open at 7:30 to an eager crowd of about seventy. The students enjoy homemade cookies, baked by community church ladies, donuts shared by Teen Challenge, along with hot chocolate, tea and coffee donated by various groups.

Many form a quick line at the pool table, while others play cards or table games. Some come just to talk with friends or AYM counselors.

Gail Besore, a volunteer sent by Brethern Services', and Marth Troel, a volunteer sent by United Church of Christ-Home Land Missions, check school schedules then mix with the students in games and conversation.

The Drop-In closes at 10:30 a.m. and opens on Tuesday and Thursday afternoon from 3:15 - 5:00.

Along with her work at the Drop-In, Gail Besore is able to follow her counselees at Tech in a unique situation where she is loaned to CIS, Plan B, for part of each day. She aids two Roll Room teachers and shares in activities and learning experiences with the Plan B staff. Bob Blazek, AYM Director, is very pleased with the arrangement. "It's been a good learning opportunity for her. The Cities In School's Program has provided a stable institutional aspect to her training. Gail, likewise feels good about her opportunity to spend part of her day at school. "I enjoy it. It's hard because I have a lot to learn, but working day to day in the school setting has really broadened my prospective."

Perhaps the most interesting character in the Tech community is Lee Brown, who students refer to as "Grandpa". Their eyes light up when he turns the corner on his motorcycle. When he comes, he's always there to help.His many years of street work has earned him respect at the Juvenile

(Cont. to page 6)

STAFF SPOTLIGHT

HELEN PHILLIPS - A Nurse With A Heart

"One of the main reasons for poor attendance is due to the questionable medical problems of our students. By taking complete interest, with follow-up, in these students it helps them to keep healthy and also improve their attitudes, which seems to cut down on absenteeism almost 80%."
Helen Phillips

Rumor has it that some students get sick just so they can go to the nurses office and see Helen Phillips. No matter how bad they feel, they can't hold back that smile when this cute counselor greets them with, "You just sit down there and tell me about it." Although the [illegible] Counselor is not a registered nurse, she is familiar with health care needs and procedures. Her health experience ranges from Registered Lab Technician, pharmaceutical work and Dental Assistant to mothering her own children, Tesha Lynn (11) and Fairleigh, Jr. (8).

Following a year's leave of absence from Wishard Hospital, she decided she really wanted to work directly with people. Cities In Schools was the fortunate recipient of her eager services, provided for through CETA.

After less than a year she says, "I'm hooked! I really enjoy working directly with young people, helping, advising and directing them. Also, the school nurses, Shirley Lundgren and Betty Brodhecker, have been a great encouragement to me. I've decided to go back to school so that I can be a Licensed School Nurse." She plans to work toward her LPN in conjunction with her work in the program.

"Helen is a very warm and interesting person," comments Nurse Lundgren." The students relate well to her. We really appreciate having her."

Helen follows health center needs to the bitter end, even if it means hand carrying a V.D. case to a treatment center. In addition to real medical problems, she explains, "Over half the students we see feel ill as a result of

(Cont. to page 6)

Students At 26 Discover A New Sport

Martha Knotts brought a new concept of winter fun to School #26--"Tubing." Mat Nolan scrounged around and found 25 discarded tire inner tubes, so now several kids have been sliding and slipping down "Suicide Hill" at Coffin Golf Course. No major injuries to date!

WRESTLING: Fifty students and staff received complimentary tickets to Big Time Wrestling. The big event was March 3rd.

"VERY INFORMATIVE": Margaret Kelso, Staff Trainer at the Juvenile Center, gave a slide demonstration to the entire junior high informing them on the ins and outs and whys and hows of the juvenile system.

SUMMER JOBS: Efforts are now being made to prepare kids for summer jobs. All 8th grade students who will be 14 by June 11th and are interested in summer work are being helped in getting work permits. In many cases, this involves locating or reissuing a birth certificate and then getting social security cards.

by Robin Blanton

"Let's go tubing!"

Parents Get Involved At INDY PREP

Indy Prep held its first Community Education Meeting February 22nd at 7:30 p.m. at Harry E. Wood Continuing Education Center. Of the 32 people invited, 20 attended. The participants, most (80%) of which are parents of students at Indy Prep, will meet in a general assembly at least once a month to develop strategies for the particular committee. The committees are (1) education (2) employment (3) neighborhood development (4) project parents (5) transportation and (6) wholistic health.

Wholistic Health and Project Parents are planning courses in nutrition and Family Problem solving. The Education Committee at Indy Prep is working with the Indianapolis Public School Board through the Board's Community Federation Resource Council.

by Eddie Toombs

Attucks Achievers Earn Cash Awards

Two Freshmen, Norma Summers and Tracie Murphy received $25 and $10 respectively, for having the best semester report cards in their class. Incidently, Tracie was the winner of the big prize the first six weeks.

The Attucks Prep staff established the incentive program which is open to all Freshmen who strive for academic excellence.

Special thanks to Dr. Reuben L. White, Director of Dental Services at the Citizens' Ambulatory Service Center and an Attucks alumnus, for providing the money for the winners.

Mrs. Kathy Ross, coordinator of the program, feels that having an incentive program like this will encourage many Freshmen to get involved in the competition and strive for academic excellence.

115 Grades Improved

"A tutor is a person I feel comfortable around."

"My grades are improving and I enjoy learning more now."

"The tutors are more like friends than teachers."

These comments by Attucks students affirm the impersonal statistics. Together, compliments and statistics show that the Attucks Prep staff is doing a fine tutoring job. Results after one semester of educational counseling and tutoring show that 115 grades were raised by 59 students.

by Sara Davis

Student Reviews "The Diary Of Anne Frank"

Thanks to the generosity of Civic Theater, forty students enjoyed the performance, "The Diary of Anne Frank."

Audrey M. Jones, from Family 7C enjoyed the performance so much she wrote this review:

The Diary Of Anne Frank

The story, "Anne Frank", was about a young girl and her family. Anne and her family had to move because of the Germans. They moved into a house far from where they lived. They lived in the house with another family. There were three of them. They all were able to get food from some of their friends. They all were hiding from the Germans. Anne and her family lived in this house for about ten years. Anne and her family were finally caught by the Germans and were sent to a concentration camp for Jews. Later they separated Anne and her mother from her father. Anne's mother died after a few years. Anne's father tried to find his wife and his daughters but he had no luck at all. That is the story of Anne Frank.

"When The Chinaman's Got You..."

"When the Chinaman's got you, your life ain't your own." Betty Buford tells her story of drug abuse through poetry and personal experiences of life on the streets. Now she is an active participant in the methadone program. She volunteers her time as a speaker for Community Addiction Services Agency (CASA). Her presentation is a graphic illustration of the consequences of a life dependent on drugs.

Ms. Buford recently spoke to six classes of Sophomores in the Cities In Schools program, as a part of the Drug Education component of the CIS Counseling Center. Her visit was arranged by Debbie Lampkins.

The Drug Education program seeks to provide students with a broad perspective about alcohol and other drugs which may be used in abusive fashion. Speakers, films and printed materials are being utilized as the vehicles to bring this goal about. Students have been tested in the Sophomore unit and will be re-tested after the presentations are completed to determine the effectiveness of the approach. It is anticipated that with better information about drug abuse, students will choose not to become involved.

by John Bryan

AYM (Cont.)

court where he strives for alternative plans to incarcerating teenagers.

Through the efforts of each AYM counselor, they strive to communicate Christian concern and provide services to meet their needs. They are there to meet kids 'where they're at'.

Blazek encourages any teacher or parent who has questions to contact the AYM office, 635-4151. "It is a high priority to cooperate with the school administration." Counselors also tutor students at the Drop-In if the occasion arises.

Title XX Attendance Is Up Again

Compared to January, Plan A had 13 more Title XX students with 100% attendance in February. The increase was from 73 students to 86 students, a 18% improvement, and that represents 30% of the students on T20 caseloads.

Unit I made the largest improvement, jumping from 5 students, (10% of their T20 students) in January, to 14 students (28% of their T20 students) in February. Unit 4 also made a sizeable gain with 5 additional students having 100% attendance, bringing their total to 16, or 32% of their T20 students.

Warren Marsden led all staff with 7 of his ten T20 students having perfect attendance. Karl Manders was right behind with 6 students. Kim Massing, the leader for the previous two months, Debbie Lampkins, John Bryan, and Susan Moynilhan all had 5 students.

There was also progress in dealing with those T20 students who have 50% or less attendance for any month. For Plan A the number continued to drop, from 24 in December and 18 in January to only 13 for February. Unit 4 dropped from 6 students in January to 0 in February to lead the units.

by Rich Fuhs

Spotlight (Cont.)

anxiety, frustrations, and emotional problems, usually from the home."

Serving these needs means more than talking about them. This year, Helen has tutored, talked with parents, gotten students involved in extracurricular activities in and outside of school and even included some in her personal family activities.

"I really enjoy my job," says Helen. "The CIS program is really good. It enables counselors to direct interest to those who really need it. We follow them from the time they put their toe in the door till they graduate. Someone is taking the time to give them the individual attention they need. We're hitting all sides of it: education, tutoring, activities, and health needs.

Besides being a dedicated and enthusiastic person, Helen is also creative. She loves to sew and makes almost all of her clothes. "I also enjoy writing poems of life living essays. I keep a journal of happenings."

"WHO'S LOOKING BEST"

The overall tallying for Plan A grade point averages, cuts, tardies and percentage attendance catches Families 4, 5 and 7 in the spotlight. A special salute should go to the staff involved for sustaining good performance throughout the semester. Family 4 includes Doris Campbell, Mary Lou Ewen, Royce Allen and Gary Larson. Family 5 includes Greg Hostetler, Murth Ramsey, Kim Massing and Nellie Simpson. And in Family 7 we have John Halliburton, Willie Blow, Paul Allen and Paula Wiseman.

There is another way to look at the statistics. By looking at a comparison of data from the 3rd 6 weeks to that of the first 6 weeks, we can see who has made the most improvements.

From an overall improvement standpoint, Families 7, 8, 10, and 13 performed outstandingly. Congratulations to those staff: Family 7, (already listed), Family 8, (Ken Captain, Debbi Lampkins, Sandy Leonard, Jerry Marlin), Family 10, (Saunnie Yelton, Calvin Davis, John Bryan, Peggy Scott) and Family 13, (Warren Marsden, Pete Cook, Betty Norfleet, Barbara Mohr).

by Rich Fuhs

Indianapolis Cities In Schools

Issue 2 **February, 1979**

Robert Turner, Principal at Arlington, congratulates Rochelle Webster. J.P. Smith looks on with pride.

Rochelle Webster of Project Success Wins Martin Luther King Essay Award

Rochelle Webster, a Junior at Arlington High School, was selected as the third place winner of the Martin Luther King Essay Contest. Rochelle competed with hundreds of entries from across the state. She appeared on a Channel Six program highlighting the essay winners. Radio station WTLC cited her in a live broadcast from St. John's Church on Martin Luther King's Birthday.

Project Success counselor J.P. Smith assisted Rochelle in the organization of her award winning essay. Mr. Smith represented Arlington at the January 30th School Board Meeting where Rochelle was recognized for her accomplishment.

Smith was proud to be an encouragement to her as she put her thoughts together. "The CIS policy of stressing personalism in staff-student encounters is an effective tool," says Smith.

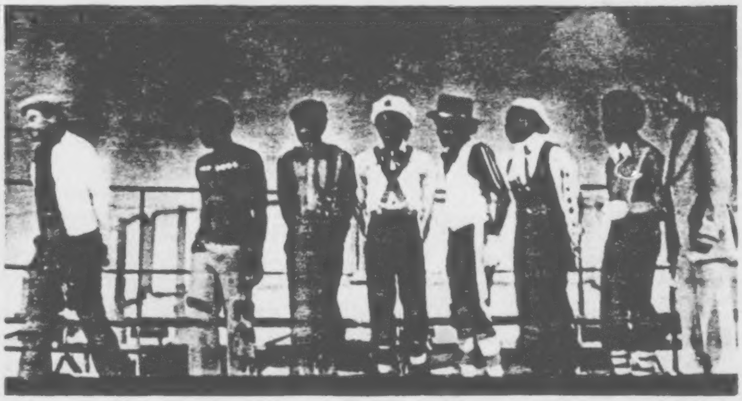
Arlington Staff

TALENT SHOW ENCOURAGES POSITIVE THINKING

"Positive Thinking," was the theme of the school-wide Talent and Fashion show sponsored by Plan B at Tech. The purpose of the show was to encourage positive thinking among participants while enabling them to express their talents, abilities, and receive exposure for those talents.

Each of the 37 participants received a plaque for their involvement. First place Talent Award went to the Rockets Dance group, which consisted of Sam Goreen, Burt Dunn, Robert Vaughn, William Beeler and Rick Burnell.

A dramatized scene from "Raisin In The Sun" brought Sharon Maye commending applause from the audience and the second place talent trophy from the judges.



Talent show contestants take a bow

The positivity Award was given to Tamara Davis, for having the best attendance and attitude at rehersals. Tamara, daughter of City Councilman Glenn Howard, was a participant in the Talent Show.

A touch of elegance was added to the show by Mistress of Ceremonies Janet Carter. Miss Carter holds the 78-79 title of Miss Black Indiana and is a model and instructor at John Robert Powers Modeling School. The Fashion participants also received Lessons on poise, standing and walking from Ms. Linds McClure, a student at John Robert Powers Modeling School.

Special thanks are extended to the Merry Go Round, Paul Harris, Chess King, Silvermans, The Lemon Tree, and Casual Corners at Washington Square; To Lerners, Andersons Leather Shop, Morrisons, and Harry Levinsons at Glendale; to Brooks, J. Riggins, and Morrisons at Lafayette Square; and to Top Hat Tuxedo Rental, Richman Brothers, Red Cross Shoe Shops and John Robert Powers Modeling School. Their generous contributions made the fashion show possible.

This successful evening was coordinated by Cornelius Snorten, Plan B Programmatic Head. Mary Allen, a fashion queen herself, supervised the Fashion participants and Jerry Lefwich supervised the Talent entries.

The positive thinking motto was extended to the audience in these words: *What is your goal? How are you striving to meet your goal? When will you achieve your goal? You can be what you want to be just--Ease on down, Ease on down the road. The greatest love of all is yourself, so learn to love yourself.*

DIRECTOR'S CORNER

Principals Report Semester Accomplishments

Principals from Schools 45, 26, 101, Arlington, and Attucks reported accomplishments and concerns as they assessed the first semester. Plans for the new semester were also discussed in individual meetings with Outside Projects Coordinator Val Jones, Operations Manager Bill Smith, City Contest Manager Katie Popplewell, and the projects' managers.

Robert Turner, principal at Arlington, spoke supportively of the program, but saw a critical need for the support staff to improve public relations within the school. Project Manager Lionel Williams felt that presenting a progress report at the faculty meeting could possibly enhance faculty support and staff support.

Earl Donaldson, Principal at Attucks, feels the program is in its "best year" at Attucks. He is impressed with staff cohesiveness and especially pleased with the tutoring and counseling components of the program. Project Manager at Attucks is Herb Henry.

School 26's Principal, David Garrett, and Vice Principal Ellis Diggs spoke positively, especially of the significant impact that CIS has made on school attendance. They commended Glenda Stewart, Project Manager, and support staff on their efforts with the NEMSC food drive.

Naomi Clay, Principal at 45, is pleased with the program and sees the tutoring component as its major strength. Acting Project Manager is Robert Stallion.

David Voorhees, 101's Principal, is especially pleased with the management of the program. He reported that program attendance is higher than the mean and sees the socialization process as an integral part of our program. Project Manager is Val Jones.

NEW POSITIONS

We are happy to welcome Suellen Jackson-Boner, from the Near Eastside Multi-Service Center, back to her old alma mater--Tech High School. She is providing social services for Family 12.

Luther Hicks, also from NEMSC, has joined the Social Service staff at Tech in Family 14.

Congratulations to John Bryant on his promotion from social service staff member to Social Service Coordinator for the Near Eastside Multi-Service Center staff stationed at Cities In Schools.

Career Education Steering Committee

I would like to thank the members of the Career Education Steering Committee for their time and efforts spent assisting us in the development and implementation of the Cities in Schools' Career Education Program.

Michael Ayres
Director of Education Programs
American Legion National Headquarters

Michael Gunnason
Director
Youth Works

Cecilia Hawkins
Coordinator for the Reduction of Sex Bias
State Board of Vocational and Technical Education

Gloria Crable-Murray
Career Education Consultant

Wayne Pack
Administrator of Communications and Activities
RCA

Wayne Palmer
Career Education Director
Indianapolis Cities In Schools

Murth Ramsey, Sr.
Reading Teacher
Indianapolis Cities In Schools

Dr. Judith Samuelson, Committee Chairman
Director of Curriculum and Research
Indianapolis Cities In Schools

Mary Anna Weber
Extension Agent
Youth Opportunities Unlimited

Joanne Williams, Director
Youth Employment Training Program
Indianapolis Career Education Center

Steve Yoke, Director
Management Development & Corporate Recruiting
L.S. Ayres

Nancy Zevirko
Employer Relations Specialist
Indianapolis Public Schools

Classroom Relevance Project

"Why do I have to take this dumb class? I'll never use this stuff! Questions and comments like those reflect a general attitude among high school students that their class work is irrelevant. Educators in the CIS program at Tech are combating this prevailing attitude by infusing real life career educational experiences into the classroom.

Dewey Swanson designed a particularily innovative project to help students develop mathematic skills necessary for every day life and realize the importance of a high school education. First, the students filled out worksheets stating that they had quit school and must now find a job that they are qualified for at age 16 and without graduating from high school. "I was extremely pleased at the attitude of the great majority of students who were absolutely opposed to quitting school," reports Dewey, "Many students were disgusted at looking through pages of potential jobs only to find that they were able to get just a few of them, and then only the very minimal jobs, unless they were lucky enough to have some marketable skill."

"Many of the students were quickly misled by some of the advertisements. For instance, one girl jumped up and announced that she had found a job making $7,200 a year. At this everyone scurried through their newspapers to find the same job, but then it was pointed out how deceiving that was when that figure worked out to only $3.47 an hour." Thirty-nine percent of the students got jobs at fast food restaurants. Forty-two percent was split evenly between clerical and stock-related work with the rest pretty well spread out.

After finding jobs, they learned to fill out time cards and compute their pay. Although most students were aware of the many deductions taken from their checks, they were generally unaware of the size of those deductions. The next step in the project was finding a place to

(Cont. to pg. 6)

Over 300 Serviced In New Health Center

Since the opening of the Tech 300 Health Service Center on October 30th, nurses Betty Norfleet and Nelie Simpson have seen over 300 students.

Tech High School supplied the facility in Room 123 of Treadwell Hall, where nurses are on duty periods 1, 3, 4, 7, and 8. The staff are striving to provide an optimal level of health care through counseling of medical needs, on the spot medical attention, and referrals to outside agencies. The nurses are equipped to provide the following types of health screening: pulse rate, blood pressure reading, temperature, respiration, basic eye examination, T.B. skin test and individual counseling.

The social service staff has worked closely with Citizens' Ambulatory Clinic where they have referred 90 students for complete physicals including dental and hearing check ups. Resulting from this screening, Citizens' have identified specific medical needs, such as hearing problems detected by their staff audiologist. Ten students have referred to the Adolescent Health Center for dental and visual needs detected by social service staff in the program.

The Health Service Program has also provided various educational programs through the orientation class. Betty Riggs, from Peoples' Health Center, has given dental hygiene and nutrition presentations for Freshmen and Sophmore orientation classes. She is available for individual counseling upon referral. The Sickle Cell Foundation gave presentations to 199 Freshmen and are continuing presentations for Sophomores and Juniors. During the current semester, the Kidney Foundation and the Marion County Lung Association will be given class presentations.

With the arrival of Health Center equipment expected by the end of February, Nellie and Betty are preparing to do health screening for approximately 275 project students.

Nellie and Betty are extremely pleased with the progress of the Health Service Program. Staff are encouraged to help obtain student information and parental consent forms from students. "If we had a 100% turn in of the forms, we would be going full force," says Nellie.

La-Vern Sutton, social service content head, feels the program is off to a positive start. "Considering that when I came here last year there was not health program and the complications of starting such a program, our health servicing progress is tremendous. I'm really proud of the Two nurses. They're doing a great job." La-Vern will be evaluating the program during the summer, looking at possible improvement and gathering new agencies.

"like a live Soap Opera"

It's not everyday you can be within twenty feet of the gossip and smooching you crave from your weekly soaps.

Viewing the hilarious Indiana Repertory Theatre's performance of *"The Importance of Being Ernest"* was "like a live soap opera," said students. It was indeed a treat for the thirty CIS students who had the opportunity to see one of the best loved comedies of all times.

For many of the students, this was their first experience with the theatrical arts. The play provided laughs and moments of conscientious thoughts. Robert Robertson, a unit III student reviewed his experience in these words, "It would be worth the time of anyone looking for a change of pace in entertainment to visit the Indiana Repertory Theatre."

I.R.T. is especially thanked for making complimentary tickets available in spite of their sell-out success.

by Herman Humbles

THE FACE BEHIND THE PLEASANT VOICE

"Good Morning. Tech 300. May I help you?" It's refreshing to hear a sincere offer of assistance in the midst of a busy day. Pam Scott, who joined the CIS staff in September, truly enjoys her job. "I put myself on the other end. I know how I hate to be kept waiting, so I handle each call as quickly and courteously as I can." Pam was in nursing school when she married Frank Scott and became a full-time mother to Eugene, 12, and Jacquese, 5. She decided not to return to the nursing profession because of the hours. "My children need me at home in the evenings."

African Students Compete To Stay In School

"In Africa they don't have or need laws to govern school attendance. Everyone wants to go, they even compete to get in and stay in. They want a better life than their parents had and they know they can't get a good job without an education." Dr. Hal Heimer, assistant manager at CIS project #45, speaks from twenty years experience as a missionary in Africa.

His first ten years were spent bicycling from village to village supervising teachers. He learned to speak the Lonkundo language fluently. "There's competition to get into high school; grades are important and they have to pass an entrance exam. If they fail a course of study, they can repeat it once, but if they fail again, they're sent home." Dr. Heimer taught History in French to secondary students during the sixties.

Dr. Hal Heimer bicycles between villages to supervise teachers.

"The competition to get into college [illegible] even stronger. Grades must be kept up or they are sent home."

What makes Africa's youth compete to stay in school, while so many American youth are totally apathetic towards school? It's an even more amazing question when you consider that they have school 225 days a year as compared to our 180. Addressing these questions, Heimer explained that there is a real attitude difference. The key is that, "Educational opportunities are not taken for granted. it's not offered as freely. A family must make sacrifices to get a child through high school. Secondly, schools are usually 30-75 miles away; so a teenager must live away from home in order to attend. Although the government provides some support, it isn't enough.

"The solidarity of the family in Zaire plays a big factor," adds Heimer. "The family will help to put an older member through...say business school. He is then obligated to help the younger members through school. Any responsible honorable person recognizes the needs of his family." 'Family' in Zaire is extended to include grandparents, uncles, aunts and cousins. "There is a great need for people with high school educations in Zaire. The jobs are waiting."

As for the apathy towards education in America, Heimer feels that, "The classes are too large. A class should be a little larger than the normal size of a family. When you have too many students it is difficult to maintain a close relationship with them." He also sees a need for more career oriented studies. "We need helpful work-study programs which relate to lives. We need to connect school life with real life and real needs."

He related a conversation he had with a 6th grader the other day.

"*Q: Johnny, what do you want out of life?* A: I want a car and a house *Q: How are you going to get them* A: Money. *Q: How are you going to get the money?* A: I'll get a job. *Q: What kind of work do you want to do?*" He continued along that line developing goals and setting a life plan with his students.

Unit Heads Share Success Items

The following are some "success" items that the Plan A Unit Heads have shared at the Unit Head meetings.

Units 1 and 2: The first classes of Project Business, which is in Families 1 and 2 of Unit 1 and Family 4 of Unit 2, have been very positive. The kids are enthusiastic and responsive. The success, involvement, and activities which took place in Families 3 and 6 with Project Business the first semester have apparently been passed on to the other students.

Unit 3: Paul Allen of Family 7 did a fine job of explaining the Morris Plan, which is the system our nation uses for lending and borrowing money.

Unit 4: John Bryant has been voluntarily assisting the other families of the unit with the social service needs.

All Title XX staff in Plan A completed their Title XX on "time." More than 60 Plan A Title XX students had perfect attendance in December. John Halliburton is a possible record holder with nine of his ten students having 100% attendance in December.

by Rich Fuhs

He wanted that "Piece of Paper"

He strutted at times, he bragged loud, he had all the vernacular of "hipness", - the coolness, the walk, the talk. He had all that the street required, including the small groups of "down" dudes that reinforced each other with appropriate hand slaps and supportive tales of ego trips.

As he sat in the classroom, however, he betrayed much through the shifting of his eyes, the hesitant response, the reluctance to read aloud.

Despite the visits to the dean, the frequent cuts, the run-ins with peers that seemed always on the brink of total dismissal, he somehow kept coming back. He kept trying. He wanted something else, something that he could be proud of...something that could not be taken, once given...something tangible...something to show. He wanted that "piece of paper."

So success for Larry Bateman came on Graduation Day in 1978 as he ran up to me, put out his hand and said, "I've made it, man, I've made it!" His smile was as wide as a Mack truck. His eyes shone like new money. It was his day. He felt good and he looked good. In his murmurings he kept saying something good about the people in the "300" that had helped.

by Bell Bellinger

Achievers See Concert

Students in Family 4C had a special incentive to raise their grades last six weeks. Thanks to promoter Ronnie Roker and Sunshine Promotions, Joe Halderman, ten tickets were made available for the students to see the Parliament Funkadelics Concert, February 16th.

Congratulations to Norman McKay, Chris Bienz, Corneluis White, Chirrise Byrd, Rennita Rice, Loretta Woods, Jeni Mattingley, Stanley Bellomey, LaWandra Walker, and Kevin Daniels.

by Doris Campbell

Teachers and Support Staff Cooperate To Provide Individual Attention

Thanks to the cooperative efforts of Naomi Winter, English Department Head, and Christine Morton, English teacher, the Attucks Prep staff is working hard in the classrooms, allowing Prep students much-needed individual attention. Seventy-five CAHS freshmen are now reading the T.V. scripts of "A Woman Called Moses." Chris Morton is very pleased with the material and says, "It is giving us good preparation for discussions during Black History Month. The students enjoy reading the same script that Cicely Tyson used, and I am pleased they are being introduced to drama."

Through this classroom involvement, Head Educator, Sara Davis, has developed a beneficial relationship with Mary Jane Allison, IPS reading consultant. "Mary Jane and I work together in Miss Morton's classroom everyday. This allows us time to share ideas and problems, and gives me the opportunity to observe a reading specialist in action." The Prep educational materials which were chosen earlier this year through consultation with Robin Blanton, CIS education coordinator, are being used by Mary Jane and will be used in CAHS classrooms in the future. Mary Jane has also taken samples of the Scholastic Scope magazines to Washington High School for experimental use.

Attucks Staff

PRODUCTIVE JANUARY AT SCHOOL #26

Things are "happening" at School #26. Higher grades, rendered services and fun activities result from a busy January.

GRADE IMPROVEMENTS: The end of the 3rd six weeks showed that the 5 staff who tutored 62 students brought up 45 grades. Brenda Miles was the #1 tutor with 17 graade improvements. Robin Blanton contracted with 11 other homeroom students and brought up 17 grades. Altogether, 62 grades improved.

SOCIAL SERVICES: On January 22, representatives from the Indianapolis Sickle Cell Center came to school #26 and tested 66 students. Skip Woods, Head of Social Services, coordinated this service. Staff are continuing to process students through the Peoples' Health Center dental screening program. Approximately 20 students have been checked.

PROGRAMMATIC: Homeroom basketball intramurals took place the first few weeks of January (coordinated by Matt Nolan) and coaches Glenda Stewart and Robin Blanton brought their teams to victory. The end of the 6 weeks' attendance incentive--a skating party--was enjoyed by 60 students. A Taco Dinner and movie party was held on February 7 and 50 honor roll or most-improved students thrilled to the horrors of "The Curse of Frankenstein" and delighted in the consumption of homemade, put-them-together-yourself tacos.

by Robin Blanton

Martha Knotts tutoring Randy Woodyard in Social Studies.

Staff Spotlight

"CIS - A means to go beyond traditional services"

Val Jones had been looking for a means to go beyond the realm of public school service ever since her first classroom experience as a student teacher. "I really didn't think I could' make it in the system because I couldn't sit back and say, "These kids don't matter," said Val.

She remembers David, a 6th grader, who had never spoken. Testing had revealed no physical handicap, yet this child had never spoken at home or school. "The teacher told me not to waste my time on him; however, through extensive work, I finally got him to talk to me. My supervising teacher took it as a slap in the face and yelled at both of us. He shut up again." Val explains, "Don't get me wrong. I realize that there are a lot of teachers who care, but I've seen too many students ignored, pushed to the back of the class with a silent message. 'Just sit there and I'll give you a D'."

While studying for her Elementary Education degree at Georgia State University, she spent her summers working with inter-city kids in Atlanta. "I hadn't really been aware of the problems before. What I learned prompted me to get into the classroom and change the failure society expected from these kids. I kind of took on a personal vendetta that I was going to save the world!" A year later Val left the Atlanta school system frustrated and discouraged. During a visit to Indianapolis, she heard about the Tech 300 program. She joined the program, "Because of its uniqueness. It was reaching kids in a way that the traditional system couldn't or didn't. I like the concept of a caseload of ten students, assessing their needs and meeting them. If I'm a positive role model, I may make some impression on his mind that may make a difference as to whether he makes it in society."

After four years with the program, Val has helped a lot of Davids. She knows that her caring has made a difference in their lives. (Many students come to the program with more than personal failure, they're following a family tradition.) She remembers a girl who she had in class two years ago. Failure was nothing new to her family. None of her brothers had graduated. She left the program two years ago, had a baby, and moved out of state. She called Val just the other night. "I'm back in town. I just enrolled in night school I'm going to graduate. I'm going to make it!" "The problem, Val reflects, "is that most high school students don't see the value in planning ahead. She h[illegible] reached that for herself. I had to let her go...but she came back."

After three years at Tech, Val has moved to School 101 where she is project director. She finds working with junior high students even more challenging and demanding. She also coordinates all the outside projects.

After work, Val heads home to another fulltime job of caring for her husband, Howard Jones II, and their one-year old son, Howard Jones III. In her "spare time", she enjoys tennis, bowling, and plays her flute, at which she's quite a pro after 13 years.

FEW REPEATERS IN DETENTION CENTER

"We have students in here for every conceivable reason: cutting, poor attitude, tardiness, discipline, problems, you name it," states Eddie Bailey, Plan B's Detention Center Corrections Officer.

Eddie, who mans detention most of the day adds that most students are resigned to their fate and cause no disturbances. They serve their time peacefully and leave hoping no future indiscretion, will lead to this area again.

Detention runs fifth through ninth and averages approximately twenty-five students per period. Eddie and his staff keep organized and detailed records assuring an accurate accounting of detentionees.

"We have very few repeaters," comments Eddie. "Apparently, they dislike sitting here for forty minutes after their last class."

Eddie believes detention serves a useful purpose as it deters students from committing offenses which result in one to three days of 40-minute confinement.

by Drew Bosso

Classroom Relevancy (Cont.)

live, fairly close to their jobs if they didn't have a car. The excitement of apartment hunting wore off quickly as they has to consider their meager earnings of around $95 a week, especially when it was noted that their rent should be around 25% of their monthly earnings.

Mr. Swanson was extremely pleased with the project. "Students' awareness of living on their own was enhanced and students gained useful knowledge at applying mathematics."

ARTICLES NEEDED!!

Articles and pictures are needed for the newsletter. Let everyone know what you're doing.

Articles should be turned in to Debbie Shaw, at Tech, on the last Monday of each month.

Indianapolis Cities In Schools

Issue 1 January, 1979

Tutoring One-To-One

The Learning Center, located in Room 365 of Stuart Hall, is in full swing to provide remedial help or extended activities outside the classroom for all Tech 300 students.

The Learning Center is stocked with all kinds of materials, books and audiovisual equipment for students to use. We have a "Paper Back Library", prerecorded stories, filmstrips, textbooks, magazines, special presentations, and worksheets for extra help. The Center has a cheery, relaxed atmosphere and the staff invite all to come and visit.

Students coming to the Learning Center are usually referred by a classroom teacher. These students usually come 2 or 3 days a week and return to regular classes on other days. However, a counselor or the student himself may arrange for him to come from a study hall or on free time.

Usually, students are assisted on a one-to-one basis or in small groups. Susie Rea, head of the Learning Center, has two full-time staff, Piccola Barnes and Chris Barnett, along with seven classroom teachers from the areas of mathematics, careers, health, social studies and reading who are in the center one or two periods a day.

Susan Rea tutors Sheri Smith.

"Although we have been pretty busy this year, we always have room for more." says Rea. "If you have students you feel could profit by our services, please encourage them to come. If you have someone in mind, come to the Learning Center and talk to our staff and complete a referral."

"Again, we extend an invitation for everyone to come and visit us in 365."

"THE YEAR OF THE CHILD"

Nineteen Seventy-Nine has been designated as "The Year of the Child" throughout the world. It was inspiring and appropriate that the year began with a local effort to increase knowledge and awareness of services for youth in the Marion County area.

The Youth Services Information Conference was the first step in a three phase effort to share information, define gaps in service and initiate future planning in youth services. There were over 200 case workers and counseling personnel, including 20 CIS staff, in attendance for the all day workshop/conference at the Airport Quality Inn. Experts in the areas of education, employment, health, juvenile justice, and social services lead the workshops, followed by question and answer sessions. Much of the focus was on new services, coordination of youth services, changing legal codes, and resources for building youth involvement.

One high-light was the moving message given by the guest speaker, David W. Bahlman, J. D. Director of Youth Services for the Indiana Lawyers Commission. He noted that the Marion County Juvenile Court was the first such court founded in the country; and that a "Team Approach" was needed to close gaps in youth services, and community issues. Mr. Bahlman also lectured on the new juvenile code referring to the child abuse section which becomes law on October 1, 1979.

Another high-light was the workshop on health. Marilyn Green, R.N., Director of Adolescent Health Clinic, told the participants of extremely high youth pregnancy rate in Indiana and how a united awareness of the problem is needed.

The second workshop dealt with employment of youth. A new service discussed was youth works, a program designed to seek employment for youth 16 to 21 who are out-of-school. Harry McFarland, Administrator for the Indpls. Division of Employment and Training, expressed a sincere desire to develop new programs for summer employment. Mr. McFarland stated that he hopes to eliminate "make-work" programs and provide the students with an accquaintance to the "real world of work."

After lunch, the conference continued with a workshop on education. The history of Special Education in Indiana told by Amy Cook, Department of Public Instruction, was most memorable. The Continuing Education Center at Harry E. Wood was presented by Rollin Jump, Director. He spoke of courses offered through Day Adult and a special project, Indy Prep's (a CIS project) aid to students with special problems who want to finish high school.

(Cont. to page 4)

Remembered Student

Regina Guynn...Future Nurse!!

Probably one of the most remembered students by the 4-year staffers is Regina Guynn, remembered for her sharp temper and tom-boyish activities. I met Regina when she was a sophomore, an outgoing and impressionable young lady.

Regina hadn't made up her mind on when she would finish school or how, but her main ambition was to be a nurse. Though her sophomore year involved a number of visits to the dean's office, she worked hard to raise her grade level to respectability. The second semester she was receiving a C+ average.

The way was not easy for Regina and "peer pressure" was a daily obstacle. She continued to maintain a C+ average her junior year. During her senior year, Regina decided to attend Day Adult to earn credits-she missed the freshman year in order to graduate on time.

For the past year, Regina has been involved in the 2-year LPN program at IUPUI and maintaining a C+ average.

When asked how she felt the Tech 300 Program had helped her, Ms. Guynn replied, "It helped me to look at myself through counseling and the concern of people. Also, while in the program, I made my mind up to stick it out to the finish. Another thing is all the trips and help in class was something I took for granted my first year. They also helped me get my first job and spend money wisely." Regina reflected on some of her first year staff that helped her, remembering Ron Dorsey and Denise Overby constantly calling her home and ushering her to class.

Well, now things are different. Some evenings you'll find Regina in the IUPUI library studying or just reading. She even donates her time to a local community center helping young students to read.

by John Halliburton

Free Dinners Awarded By Ground Round

Ten of the "most improved" students from Attucks Prep, along with staff members Sara Davis, Valerie Cole, Jeff Cambell, and Herb Henry, sat down at the Ground Round Restaurant in Castleton for complimentary steak dinners. This gala affair took place December 20th, thanks to the generosity of manager Greg Rice. Silent movies, popcorn, peanuts, Christmas favors and Santa Claus added to the fun. It was a general concensus among the students that the Ground Round was the best restaurant in town.

FILM FESTIVAL

The Support Staff's "Special Film Festival" was introduced November 6 with the showing of Alfred Hitchcock's thriller, "The 39 Steps". Other films shown thus far are "I Will Fight No More Forever," the story of Chief Joseph of the Nez Perce Indians, "A Night to Remember," about the sinking of the Titanic, John Steinbeck's classic, "Of Mice and Men," and the ever-popular "Brian's Song".

Coordinators of the program are Susan Disbrow and Don Gaither. According toe Susan, the festival was initiated as a programmatic activity for students. "We hope that each film has some cultural value," she says, "but our main criteria is entertainment." Some staff members have used the activity to meet with students socially. Free popcorn is a feature of the program and, on one occasion, free pizza was served to the audience.

Students Share Christmas Spirit With Nursing Home Residents

The Social Service staff, with the cooperation of students and staff members, rendered a Christmas project in providing services and activities to the Tech community. The activities involved a can food drive, grocery gift certificates, Christmas caroling, and distribution of cards and fruit baskets to nursing homes.

Cities In Schools offers special thanks and recognition to the community donors who contributed to make the Christmas project a success. United Christmas service allocated $195.00 to distributing checks to five families ranging from $25.00 to $40.00. Seven-Up Bottling Co., Bio-Dynamics, U.S. Postal Service and Eli Lilly Aviation serviced seven families in the capacity of Christmas dinners, gift certificates and shopping with the children for toys and clothing.

Unit One Visits with Elderly

Full of the Christmas spirit and eager to share their enthusiasm with others, staff and students from families 1c, 2c, and 3c visited two nursing homes in the city. After rehearsing for the last month, the Unit One carolers were ready, willing, and able to sing songs of Christmas cheer to some of the sick and elderly at the Barton House Nursing Facility and the Bel-Terrace Home on December 19, 1978. This cheerful group, complete with Santa Claus himself, was greeted warmly by staff and residents at the two facilities. During the singing, Santa and his helpe mingled with our hosts, wishing them merry Christmas, as he distributed assorted-fruit to each of the residents.

The **Athenians**, a newly formed peer tutoring club at Tech, participated also with Unit One. The staff and students gratefully appreciate their assisting them in their community project. Hats off to these young ladies and good luck with the club. Anyone interested about "The Athenians" should contact Mr. Jerry Marlin, sponsor.

Joy To The World

"Joy to the World" was the theme that the staff and students of Unit Four presented to the residents of the Mt. Zion Geriatric Center on December 14. The staff and students sang Christmas carols as the residents were being assembled in the activity room at the center.

John Bryan, Social Service, read the Christmas story with great emphasis being put on the true meaning of Christmas. The students passed out Christmas cards and bags of fruit to all of the residents. Some of the students showed interest in applying for a position at a nursing home.

Some of the residents, along with the Director of Activities, asked if this activity could become an annual affair.

"The Runaway Toys"

The Christmas play at School #26, "The Runaway Toys, was a success! Two presentations were given, the first at 10:00 for K-6 and the second at 1:15 for the junior high students and parents.

(Picture shows staff member Brenda Miles surrounded by some of the cast).

Both the cast and the directors ran into some difficulties: replacing Santa the day before the play, replacing Jimmy (the little boy who owned the runaway toys), and many of the elves who became ill during the week of the play. But the young, determined "Runaway Toys" didn't let minor technicalities like that stop their play. Replacements were easily found, with the exception of Santa; he just had too much to learn overnight. The solution was to have CIS staff Brenda Miles yell Santa's lines backstage while the real Santa mouthed the words onstage.

The CIS staff worked very hard to make the play the success it was. Special credit should be given to Martha Knotts for her extraordinary imagination in designing many of the costumes. Thanks goes also to the remaining CIS staff for their hard work and efforts in helping to dress the young performers.

Giving Is Better Than Getting

Most students look forward to Christmas as an exciting time to get presents. School #26 students also looked forward to Christmas as an exciting time to give presents--over 1,000 boxes and cans of food to NEMSC's Food Pantry. The Cities in Schools staff conducted a 2-week Food Drive with the junior high homerooms competing for 1st place. The winning homeroom collected 265 cans and received a free skating party at USA on Jan. 5th and $1 gift certificates for McDonald's. Channel 8 News covered the event and interviewed student spokesperson Tracee Williams who said, "It was good for students to learn how to do things for others as well as themselves".

NEMSC reported that Cities in Schools #26 contributed the largest amount of food this Christmas and will give a plaque to CIS.

School #26 students also "gave" this Christmas when they sang carols and passed out fruit at the Barton Nursing Home on Dec. 20th.

Staff Spotlight

"Cooperative schools and agencies — a worthwhile effort"

Strange faces are common around the Cities In Schools project, with inspiring and informative speakers as well as interested spectators popping in and out on a regular basis. However, one particularly intriguing personality keeps appearing at Tech. His melodious voice captivates an audience in silent attentiveness. His manner suggests the qualities of a mentor.

Fortunately, Tom Keating is more than a spectator or inspiring speaker to be heard today and gone tomorrow. Keating works for the Institutional Development Corporation (IDC) as the Coordinator of Agency and Governmental Relations. He is a constituency builder, working with and sharing the program with state legislatures, state education agencies national education agencies and human service agencies. He trains staff in the policy aspect of education and aids CIS replication efforts in new cities from the bureaucracy level.

Keating joined the IDC staff August 1, 1977, because he believes "the concept of cooperative schools and agencies is a worthwhile effort and I felt I had something to offer. I really believe that this program makes a difference. I don't think there is a best way, but this is a very good one. It is, however, one of the hardest to bring about. To restructure is always difficult. "He has known of the program since 1971 when he met "a group of dedicated folks working with dropouts in Atlanta, in the postal street academy era."

Just prior to joining the IDC staff, Keating finished his PhD at Claremont Graduate School, California, in Education, with emphasis on Organization, Administration, Policy and Legislation.

He has directed three educational projects with Atlanta Public Schools, local university and community groups; served as Legislative Aide for the Speaker's Staff, Illinois General Assembly, staff Elementary and Secondary Education Committee, and was a California State College instructor for Master's candidates. He is published in the areas of community involvement, teacher training and child care.

Keating's resources and expertise will be available to the Indianapolis projects approximately six days a month. He will be here assisting in agency and governmental relations, long term planning, special policy services and training. His goals and expectations for the program is to "Continue making services available to students and families through a system of cooperation instead of competitiveness and to make it reproduceable; get others involved."

In his leisure time he enjoys winemaking, traveling, recreational sports, tennis, swimming, soccer, long dinners and good conversation. His wife Lynne is a writer. They have two children, Jeffrey, 6, and Stephanie, 2, and live in Decatur, Georgia.

Title XX Attendance Is Up, UP, UP!!

Title XX recipients' attendance are up, up, up! School #45 has taken the lead over School #26 who held it for September, October and November. The staff at School #45 are congratulated for their tremendous efforts in raising their December attendance to 96%, 16% over their 80% attendance in November.

In total, the program is up 17% on attendance for active Title XX recipients for the month of December. Keep up the good work.

	Sep	Oct	Nov	Dec
School #45	87%	88%	80%	96%
Attucks	71%	86%	83%	81%
School #26	95%	88%	87%	88%
School #101	81%	84%	84%	84%
Arlington Tech	83%	88%	86%	84%
Unit I	75%	79%	74%	77%
Unit II	73%	85%	85%	87%
Unit III	79%	86%	84%	83%
Unit IV	79%	82%	77%	78%
Unit V	77%	79%	77%	79%
Plan B	65%	77%	80%	77%

Redetermination forms are due on Title XX recipients in Plan A and Plan B Feburary 23, 1979.

Staff Strives For Skill Development In Communication and Team Building

The month of December was packed with various staff training projects. Supportive staff in Plan B participated in Gestalt Communications Awareness Workshops conducted by Dr. Audrey Savage.

In Career Education, Ms. Betty Creech from Atlanta Georgia presented a program for each HRW (Home Room Work Period) that had to do with the Georgia State Criterion Test results. The test was given earlier to Tech-300 students. Ms. Creech presented information that will enable our staff to understand and interpret the results of the test.

Dr. Ruth Holland from Indiana University, a Reading Professor, presented a child development workshop on Dec. 19 at the Media Center. This training involved the educators from other Cities In Scho projects. Robin Blanton sponsored th presentation.

Unit Four under the leadership of Saunnie Yelton, continued its quest for skill development in the areas of communication and team building with Gestalt presentation from Dr. Audrey Savage.

The Vistas Volunteers attended a 3 day community leadership workshop in Chicago that they felt very good about. Other training taking place includes the facilitative training in-service workshops and some management films that have been shown.

Project Managers are urged to contact Bill Bellinger in the Barn, 266-4773, about any training they are scheduling.

Redetermination forms are due on Title XX recipients from School 26, School 45, School 101, Crispus Attucks HS, Arlington HS, and Indy Prep March 2, 1979.

Year of Child (Cont.)

The final workshop was on Social Services. The emphasis of this period was on the many existing agencies designed expecially for youth. Clarke Miller, Director of Mary Rigg Neighborhood Center, lead this most informative session with the help of such experts as Pat Smith, YWCA Assistant Director, and Dave Williams, Director of Volunteers Marion County Juvenile Court. Some facts that came out were the "Hot Line" for child abuse through Child Protective Services, and that juveniles with records at the Juvenile Center can have them destroyed after the case is closed and the youth reaches 18.

The conference was sponsored by Community Service Council, Greater Indianapolis Progress Committee, Marion County Juvenile Task Force, City of Indianapolis, Division of Community Services, PUSH-Excel, and Youth Organizations united to help.

School-wide Attendance Improves

As you enter the Arsenal some cold and snowy mornings, you'll find students coiled around the main floor area, down past Ray Reed's office and back again.

The compelling force that draws them is the year old attendance policy which requires a student to get an admit slip each time he misses a class. The mammouth task of contacting parents for excuse verification would be impossible without the assistance of CIS Plan B supportive staff. These attendance investigators work feverishly to get students back into the classroom. Busy as they are, they take time to send students off with a few words of advice, "Stay In School."

Each supportive staff member in Plan B is assigned to assist teachers in four roll rooms. Through their conscientious and timely attendance monitoring the average roll room attendance has improved by 13%. "Using attendance investigations, teacher referrals and common sense, the Plan B staff has ferreted out attendance problems and responded skillfully to them," says George Weathers, Plan B Manager.

Project 101 Spreads Christmas Cheer

Three major events occurred at Project #101 during the month of December. Through the efforts of Bil Spalding, 350 pairs of shoes were donated to the project from Mt. Carmel Roman Catholic Church in Carmel, Indiana. The shoes ranged in sizes for elementary and junior high school students. The project gave three pairs of shoes to the project at School #26 and 25 pairs of shoes to the project at School #45.

Dave Labrum set-up a tour of Channel 13 for Families I and II on December 12th. The students met all of the news reporters. The students viewed a live broadcast, toured the Newsroom, film processing room, film editing room, main control room, video room, and they watched the T.V. technicians and Programmers at work.

A Christmas Party was held on December 22nd at Westminister Presbyterian Church, 445 North State Street. Reverend Phil Tom is the minister. Fifty students attended and the food service was appropriate for a large feast. Disco sounds were provided by Chip Ellis and his music machine. The party was just the right occasion to begin the Christmas Holiday. Special thanks to Rev. Tom and his members.

Project Director Val Jones commends and thanks all of the efforts that Project #101 staff have given. "It is through these continuing efforts that our project is a successful one."

Indianapolis Cities In Schools

Issue 32
December, 1978

"Christmas No Matter When"

Valerie Colby and Bryan Faust, supportive staff at School #45, are shown on the left painting the background winter scene for the school-wide Christmas program, which was performed for parents and classmates December 20. Colby and Faust wrote the play entitled *"Christmas No Matter When."*

Pictured below are actors and actresses practicing their parts for *"The Runaway Toys,"* a Christmas play performed for parents and peers December 21 at School #26. Thirty students tried out for the thirteen parts. CIS staff, Brenda Miles and Martha Knotts were especially involved in making it a successful production.

Traditional Christmas Dance A Success

A "very serious affair" was held by the Tech 300 program in the Tech High School Cafeteria on the evening of Thursday, December 21, 1978.

The attempts to make this a semiformal affair were obviously successful as students began arriving at 7:00 sharp, dressed in great style.

The cafeteria was decorated by each Tech 300 Unit in the traditional Christmas theme. Those attending danced to the beat of records spun by Mr. Chip Ellis--a member of the Tech 300 staff. Chip is becoming well known in Indianapolis for his D.J. talent.

Various hors d' oeuvres and punch were prepared and served by staff throughout the evening for refreshment.

Orientation Classes Participate In Project Business

Students at Tech 300 know what their parents mean when they talk about inflation, taxes, interest rates, and budgeting. The students are involved in a unique program developed by Junior Achievement called Project Business.

Project Business has teamed 67 area business executives with classroom teachers for one hour a week, as part of the orientation class for eighteen weeks, to teach the values, freedoms, and responsibilities of the private enterprise system. Tech 300 has four of the 67 Project Business classes offered in the Indianapolis area this semester. Approximately 4,000 area ninth grade students are being exposed to what their present and future role will be in the American Economy.

In the classroom, these business executives present students with the basic economic concepts through discussion and activity. Once the groundwork has been established, students are placed in smaller groups and given real business situations to work through. One small group is opening a lemonade stand while another group is beginning a pet and plant care business. The challenge for the business executive is to teach these students how they would decide what business to begin, what product or service to sell, how much would their overhead be, and how many employees would they need. During the semester, students also learn about banking, applying for credit, financial statements and employment interviews.

Charles Williams, Program Coordinator at Detroit Diesel Allison, gets his PROJECT BUSINESS Tech 300 students involved in exciting classroom discussions about the American Economy.

Principals, teachers, and students believe Project Business has proved to be a valuable and stimulating learning experience. Through Project Business, Junior Achievement hopes to give more and more students the opportunity to learn about the business world from the experts.

(Cont. to page 3)

DIRECTOR'S CORNER

Wib Walling Increases Staff Awareness of the Federal Perspective

Wib Walling, Federal Coordinator of the Cities In Schools program, participated in the Project Management Meeting and All City Staff Meeting on December 4th. He has been somewhat associated with the Cities In Schools concept for a number of years.

In the Fall of 1965, Wib joined Harv Oostdyk to work in Harlem for two years. After this experience, he assumed a position as head of the Bedford Stuyvesant Street Academy in Brooklyn and remained there until the end of 1969. At the beginning of the following year, he went to Washington to work for the Postal Academy Program which was a program for dropouts. The students went to school in Indy Prep type academies during the day and then were given jobs at night in post offices. He left the Postal Academy Program in 1972 to further his studies at Harvard University where he earned a Master's Degree in Education and a Master's Degree in Business Administration. In 1976 he became a Special Assistant to the Under Secretary of H.E.W.

In his present position, Wib has the responsibility of coordinating Federal agencies relating to Cities In Schools and representing the program in Washington.

Tours

The Indianapolis Cities In Schools program was presented to a group of Washington officials who were brought to Indianapolis by Wib Walling on December 12. A program overview was given by management staff and the group had the opportunity to see the Learning Center, Homeroom Work Period, Orientation, and an overview of the reading program. In the afternoon, Indy Prep and School 26 presented their programs so that the participants could also determine how the non-Tech projects function.

We were pleased to welcome the following people to tour our program.

Dwight Allen
University of Massachusetts

Harriet Bernstein
Assistant Director
Education Staff Seminars for the Institute for Educational Leadership

Stan Husk
Executive Vice President of the Council of the Great City Schools

Fred Pfluger
Staff Assistant to Labor
HEW Appropriations Subcommittee.

Albert Riskin
Branch Chief
Grants and Procurement
Office of Education

Wib Walling
Federal Coordinator
Cities In Schools

Gene Wenner
Coordinator of Arts
Office of Education

Attendance Percentages

These attendance percentages reflect each project or unit's attendance on **active** Title XX recipients. Keep up the good work!

	Sep	Oct	Nov
School #45	87%	88%	80%
Attucks	71%	86%	83%
School #26	95%	88%	87%
School#101	81%	84%	84%
Arlington Tech	83%	88%	86%
Unit I	75%	79%	74%
Unit II	73%	85%	85%
Unit III	79%	86%	84%
Unit IV	79%	82%	77%
Unit V	77%	79%	77%
Plan B	65%	77%	80%

A Feeling

This is George.
They say he's cool,
a young brother
with a lot of money.
but George says
he's just makin' it
like everybody else.
It's kind of hard,
the job that I do,
because I've been played on
a whole lot of times
by different business
people, *"and used"*.
But, I have learned from
my mistakes.
In this world, for me,
it has been easy and very, very hard.
I've tried to make it
in the book
world, but I
and a lot of others,
we just can't keep
up with the rest of
the class.
And the teachers can't be
at two places at once.
So I understand that, but
the ones that don't I feel
sorry for them, don't you?

HELP US.

by George Dillard
Indy Prep Student

Senior Class Officers Former Tech 300 Students

What happens to Tech 300 students once they leave the program? Keeping tabs on all of them won't be easy, but for Kent Smith and Frankie Pinkston, it'll be a cinch. Chances are someday you'll turn on your radio or T.V. to the entertainment of the Hilarious Kent "Steve Martin" Smith or pick up your newspaper to read about the renowned Frankie Pinkston's latest legal case.

Frankie, president, and Kent, vice president of the senior class, reflect on positive experiences they had in the program. *"If it wasn't for the program, I probably would have taken a different direction. I've always been active, but they (counselors) got me active in the right things, like attendance and grade improvement programs."* As a result, he didn't miss a day his freshman year and earned a 7.400. *"It takes a really dedicated person to work in the program,"* he continued, *"They put in so much time, taking you camping, and playing ball. They're like big brothers and big sisters. They're on a first-name basis with you. They really care."* He remembers especially Mary Jane

(Cont. to page 3)

The Kind Of Leaders We Need

A new year, a new list of goals... If your New Year's resolutions include developing leadership abilities, consider the five-point plan shared by Bill Milliken, President of the Institutional Development Corporation, at the CIS November staff meeting.

The Kind of Leaders We Need:

1. Have a viable mission in mind and posess the ability to inspire others to be about that mission.
2. Selects other good people. The greatest leaders will be the greatest servers. (That attitude is contagious).
3. Knows what to get involved in and what not to get involved in. Be able to distinguish when something can be delegated.
4. Has clear objectives.
5. Develops a means to measure accomplishments. (A clear representation of achievement is a key motivator.

Project Business (Cont.)

Tech 300 has business Consultants from all walks of life teaching basic economic survival skills. Those who are involved at Tech 300 are:

Richard Fletcher, President;
Fletcher Contracting

James Dabner, Supv.;
Test Operations,
Detroit Diesel Allison, GMC

Charles Williams, Program Coord;
Detroit Diesel Allison, GMC

Everett Lewis, Project Engineer;
Detroit Diesel Allison, GMC

"Education Can Be Fun like A Circus-Fun and Exciting," was the theme of the National Education Week program at School 45

Brian Faust poses with a group of students in front of the three-ring circus display. Faust and Valerie Colby, CIS Supportive Service Staff, designed the display and headed up the N.E.W. Committee. Shirley Williams, Supportive Services and P.T.O. Coordinator, Katie Smith and Robert Patrick, from the Neighborhood Project and Mrs. Garrett, President of the P.T.O. were all instrumental in the planning.

Senior Officers (Cont.)

"I Can Talk To Her About Anything"

McConahay. *"She was like a second mother. She used to take me out to dinner. I can talk to her about anything."*

Kent is barely recognizable as the same person that was under *"all that hair and rough front of his freshman days."* He confesses, *"I wasn't serious about school. I was a longhaired wild man. I hung around with the rough crowd. I was into everything, and I thought everyone else was wrong."* Quite a contrast from the sharp looking comedian with serious life ambitions and a plan for obtaining his goals. Why such a change? *"The Tech 300 program helped me get turned around in the right direction. My counselors, Ron Dorsey and Francis Kune, took us camping, Rappelling caving..., they spend a lot of time doing things with us. I could talk with them about anything. The age difference isn't that great, so they can understand. I really benefited from the program. They give you a lot more attention than you get in the regular program.*

Frankie dispelled some common misconceptions about Tech High School. *"People critcize it and walk away with only a piece of paper. They don't take advantage of what it has to offer."* He continues with a dialogue used often as he leads the senior class recruiting 8th graders into next year's career education program. *"I've really gotten something out of Tech High School. You couldn't even begin to take all the courses we have here. It's more than academics. Find out where you want to go in life and take advantage of the career educational opportunities here. There's no vocation you can't learn here. I've enjoyed myself here at Tech. I don't know why anyone would want to go anywhere else. No other school can offer what Tech does. I wish I had four more years here."* Wouldn't any college admissions office like to hire him? Frankie assures us that every word he says is sincere and he loves having the chance to say it.

Kent is in there cheering for Tech, too. *"Tech is the best. You can't beat the facilities and teachers here. You're not sheltered from anything here. Unlike surburban schools, Tech prepares you for the real world."*

Both of these leaders set fine examples with their extensive school involvement. Kent, for instance, is one of ten Tech students working for school credit at WIAN (FM 90.1) and the IPS Public Broadcasting system.

Tech's loss at this spring's graduation will be Indiana University at Bloomington's gain. Frankie plans to study Criminal Law and Kent is undecided between Tele-Communications and drama/theatre.

"A Woman Called Moses" Motivates Skill Development

Betty Creech, Cecily Tyson, and Supportive Education headline the Career Education news this month.

Workshops during HRW on Dec. 13 and 14 featured Betty Creech of the Gerogia State Board of Education. She directed staff in the interpretation of the results of the Georgia State Criterion-Referenced Test - Career Development. Staff will use the information from the test to individualize career instruction in the Orientation classes.

"A Woman Called Moses", starring Cecily Tyson and Robert Hooks, was aired on Dec. 11 and Dec. 12 on NBC-TV. The complete script was made available to all projects in Cities In Schools in Indianapolis for use with the Students. This dramatization of the life of Harriet Tubman served as a motivation for a series of skill sheets revolving around the production. Not only did this add to the perception of the art form of television and of the history of our country, but served to aid our students in learning the basic skills that prepare them for the world of work.

Supportive Education is an opportunity to extend the classroom beyond the four walls and the class period. Teachers and support staff are working hand-in-hand to expose our students to new and enriching learning experiences that will take place outside the classroom for class credit. This is in addition to the regularly scheduled classwork. A first-hand look at the working world can be molded into a class-credit experience as outlined by the teacher. Staff and students working together on exciting learning activities will culminate with increased academic success.

On Tuesday, Nov. 21, the 45's Tigers, led by Terris "Fastbreak" Winstead, "Leaping" Lannie Banks, Bob "the Coach" Patrick, and Nate "the Great" Mosley, played the TLC Misfits in a benefit game for School 45. The Tigers prefer not to mention who won.

Everyone's Striving For A's

Most everyone you know has their thing about what motivates them most, and from all indications, the Attucks Prep Students have been motivated.

When the second 6 weeks report cards are issued, some lucky student will be the recipient of a concert ticket or $10.00 cash. Ms. Cathy Smith Ross, of the Attucks Prep staff, has offered this incentive to her students for the best grades and best attendance combined. Since the last report cards, its been an uphill battle. Everybody's striving for A's.

The last report card and attendance winner was James Bell, a freshman student. James received a 6.2 average and was absent one day. James wanted to go out for dinner, and that's exactly what he got to do.

PROJECT SUCCESS

A Challenge For Committment

Project Success, the Cities In Schools project at Arlington High School, is perhaps unique in its dynamic capacity to meet the needs of the school and students it serves. In relatively short periods, striking functional changes have occured within the somewhat stable structure prescribed by personnel, time, and the goals of the organization. In fact, the project's role appears to be continually expanding to incorporate not only the needs of students in the project, but also the entire school. Thus, in its potential to impact on lives, there appears to be unparalleled opportunities for Project Success at Arlington High School.

Among the traditional areas of involvement, the Guidance Learning Center (In-school suspension) serves an important function for students needing counseling and academic assistance. As the concept is implemented with the goal to reduce behaviors leading to suspension, staff members play an important role in meeting goals outlined by the Department of Public instruction for schools with high suspension rates.

More often than not, academic failure is a factor which produces problems leading to suspension, and other disciplinary action. Understanding such a correlation provides an effective rationale for incorporating tutoring in a program of behavior modification for high school students. To this end, Project Success is making deliberate and agressive efforts to implement such a program.

Unfortunately, many youth have already established non-productive modes of behavior when such efforts to modify that behavior become available. Consequently, *"last ditch"* effort and measures become necessary. In response, the staff of Project Success, in cooperation with the Dean, have implemented an intensive program to redirect a limited number of youth from patterns which result in academic and social difficulties.

In addition to this special counseling effort, another program, emphasizing punctuality and elimination of tardiness, seeks to forestall major attendance problems.

It is in light of such opportunities and challenges that the goals of Cities In Schools become functional. When in grasp the concept of total involvement with youth and feel a genuine responsibility for implementing the concept a panorama of possibilities suddenly emerge accompanied by a smallness of personal capacity in view of the magnitude of the task. It is not a job for the ambitious. It is a challenge for the committed.

by Lionel Williams

Parent Tutoring Workshop at #26

A parent tutoring workshop was presented at School #26 on Friday, November 17. Led by Language Arts Consultants, Betty Dotson and Janet Gordon, the workshop was designed to give parents useful ideas on how to help their children increase their learning experiences.

Ms. Dotson encouraged parents to use wisely such everyday sources as T.V. viewing, grocery shopping and magazines. Pamphlets containing imaginative ideas to help children learn, along with high interest stories, were provided to parents.

"Parents must support their children and participate in the learning process. Set a time to turn off radios and T.V.'s and to discuss school happenings. Do all you can to get your child to practice reading and writing."

Helpful tools were also suggested to the CIS staff to implement tutoring sessions. Calendars were given to staff. Each day the student does his homework, the parent, teacher and student must sign the calendar. At the end of the week, if all homework is done, the student should receive a small reward.

It is hoped that by designing more tutoring workshops for parents, students will receive maximum support in attaining academic improvement. (The parent tutoring workshops at School 26 are developed by VISTA staff person, Patti Jones.)

RECORD TURNOUT FOR #45 P.T.O.

On Wednesday, November 15, School No. 45 had a record turnout for the P.T.O. (Parents and Teachers Organization). The program consisted of informal conferences with teachers, a slide presentation (by Dr. Heimer) of Supportive Services, and speakers. Ms. Kathy Killion spoke about an explained Title XX. Mr. Robert Stallion, Director of Supportive Services, explained the background and nature of the program and its effect upon School 45, its students and teachers. Many questions, which people had previously, were answered.

The Athenians, a "peer tutoring" group organized and sponsored by Jerry Marlin and Ann Blow, pose with their shield which stands for scholarship, service, and recreation.

"We want to give direction to the aimless wonders and guidance to those who are filled with determination," says the inspiring group of ladies who are conducting tutoring sessions in Health, Biology, Math, and English. The Athenians are currently conducting a membership drive for students in the Tech CIS project.

From left to right, Carol Flemning, Sonya Washington, Andrea Godwin, Cynthia Sharron, Deborah Barker, Diana Harris, Constance Sims, Ann Blow, under the umbrella, Anita Chembers and Vanessa Gill.

Dr. Heimer Was An African Missionary For Twenty Years

Dr. Heimer came to work for CIS in 1974 because *"I was aware of and concerned about the problems of education in the inter-city. I believe that the CIS program can respond to the needs of kids in so many ways. I like the counseling field. It is related to my background."*

As an African Missionary, he had many counseling opportunities, especially at the United Theological School which he helped to found in 1960 and served in various administrative capacities including being director for a few years. *"The poverty and adaptive problems in African lives are no different than they are here."*

He feels really positive about the program at #45. *"The whole life at School 45 has changed by the work of the staff here. While previously we were stopping negative behavior, we now see cooperation of the kids with each other, like in unsupervised games on the playground. We see kids recognizing their own individual abilities and feeling good about the progress they're making."*

During Dr. Heimer's many years on the mission field (1949-1973) he took several educational leaves, obtaining Masters in History and in Counseling and his PhD (70) from Hartford Seminary in Inter-Disciplinary, with emphasis in African History, religion, anthropology and church history. His hobbies include: photography, which he utilized a lot in his African studies; writing, he is published in several areas including **Windows On Africa**, a book for which he was a cooperative writer; and collecting African primitive art, fetishes (statutes).

(Cont. to page 6)

Warega mask (from collection of Dr. Heimer). The Bapende of eastern Zaire utilize cowry shells (ancient money) in masks and statuettes. Masks such as this one are used in rituals having religious and social associations.

150 STUDENT PARTICIPANTS

Jets, Steelers, Win Football Championships

The Fourth Annual Tech 300 Flag Football season wound up with a spectacular playoff series. The three teams with the best overall record from each league competed for championship honors. The 3C Jets by virtue of having the best record of 5 wins 1 lost headed the field for the Freshmen League. The Broncos were the first place leaders for Soph-Junior league with a record of 5 wins, 1 tie, 0 losses.

In the first round of playoff elimination 5C, in a tough defensive effort, defeated 4C on a safety, the final score being 12-6.

In the championship game on Thursday, the Steelers won the Soph-Junior title by defeating the hard playing Bronco team with the final score being 6-0. In the championship game for Freshmen, 3C defeated 5C for the second time this season (the only team to beat the tough 5C team). With only minutes remaining in the game and trailing 8-6, 3C quarterback, James Harris, hit wide receiver, T.J. Hinds on third down. T.J., who was double teamed, pulled in the bomb and outraced the defenders to the goal. That play seem to have drained 5C who eventually lost the game 12-8.

Playoff Action

The coordinators for T-300 football, Tom Klinge and James Harris, are to be commended for the success of T-300 Flag Football. Thanks to all staff who participated and hats off to programmatic staff for another job well done. A special round of applause for the 150 students who participated in football.

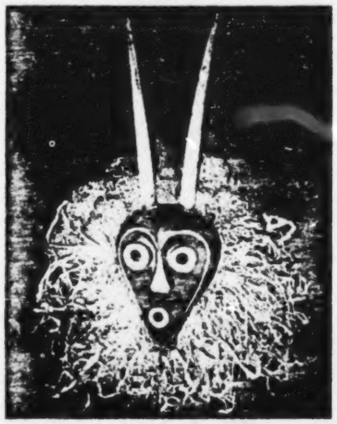
Jets pose with game ball

Dr. Heimer (Cont.)

Ruth, his lovely wife of 30 years, and Hal, have three children: Carol, who's studying for her PhD in Sociology at the Chicago University, Hal Junior, who's in computer work at a hospital in South Carolina and David, who's studying Computer Science at the Texas Christian University.

Thank You Indiana Repertory Theatre

Ninety-two C.I.S. students from Tech, Arlington, and Attucks enjoyed the Indiana Repertory Theatre performance of "*Sizwe Bansi is Dead*".



A BAPENDE INITIATION MASK (from the collection of Dr. Heimer). The Bapende live in the southern part of Zaire along the Kasai River. The Bapende use geometrical forms, the heartshaped face, the cylinders for eyes. The mask seems to give the effect of a spiritual force working through the figure.

The play, although billed as a comedy, presented a dramatic picture of life under apartheid rule in South Africa. One Attucks prep student reviewed it with these words, "*...everyone should have seen it... I just can't give enough thanks for having the chance to go...*"

Cultural enrichment experiences such as this would be impossible without community service oriented people such as Ben Mardecai, producing director at I.R.T. Every interested student in the C.I.S. program has had the opportunity to attend theatrical performances during the last three seasons. Appreciation is also extended to Tim Laughter at the Arts Access Council who acquires and distributes complimentary tickets for I.R.T. and many other cultural activities.

Indianapolis Cities In Schools

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NESCO

COMMUNITY PRIDE COMMUNITY POWER

Monsignor Geno C. Baroni greets Kathy Mathews. Baroni, of the U.S. Department of Housing and Urban Development (HUD), was keynote speaker at the NESCO Congress. The long time activist in civil rights, ethnic and neighborhood issues was pleased to see student involvement in the neighborhood group. *ECI Photo by Dan Phillips*

Politically interested CIS students participated in the Near East Side Community Organization's 9th Annual Congress on October 19. Over 500 delegates from NESCO's member organizations packed into the fellowship hall at Little Flower Catholic Church.

The Congress was held for the purpose of electing officers and voting on resolutions. The resolutions include an issue statement and route of action to be pursued in the coming year. During the last year, NESCO has won action plans on such issues as: cleaning up Pogue's Run, neighborhood clean-up, demolition of vacant properties, code enforcement on run-down rental properties, and Option #7 (Community schools) on the Schools Option Program. The single most important goal is the formation and development of block clubs. In block clubs, neighbors ban together to prevent crime and upgrade the value of their property. Students in last summer's CIS SPEDY Program learned first-hand about block clubs as they participated in Adopt-A-Block, where they helped older and disabled neighbors improve their property.

This year's Congress had more youth input than usual. Cities In Schools formed a group called the Pottersville Student Planning Committee. Members of this group helped with registration, passed out literature, supervised the baby sitting room and learned by examining the issues and voting on resolutions.

One of the resolutions passed concerned youth input. Committee workers on this issue will attempt to increase youth involvement in the organization as well as coordinating services and activities for youth in the area.

Kathy Mathews, one of the student participants, thought she learned a lot. *"It was really exciting. I learned so much and met so many exciting people. Before I went, I didn't know much about NESCO or politics, but now I want to learn more and be more involved in both."*

Companionship, Fun, Food, Dance....EXTRAVAGANZA!

by Jeannette Kniesly

Teachers Convention to most students means two days away from school buildings and teachers. In other words, two days of "Freedom." At Tech High School however, a peculiar incident takes place each year.

Around noon on Thursday, hundreds of students in the Tech 300 Program begin to arrive not only voluntarily, but anxiously. What kind of power does Tech 300 have to draw students back to school in this way?

The power lies in an annual event called Extravaganza. Extravaganza is a full day of companionship, fun, food. and dance. This year the Social Service and Programmatic Staff joined forces in staffing a very "successfull" day!

Once aboard the Indianapolis Public School chartered buses, we "rolled" to Rollerland for one and a half hours of skating. I discovered a new definition for fear while there. Fear is "Struggling to get around a skating rink, accidently turning around to look behind you and seeing the blurr of skaters rapidly approaching you at unbelievable speeds!" I quickly rolled right out of the rink!

Then on to the Indianapolis Children's Museum for the film, "Silver Streak." By that time hunger had begun to set in. The kids were starving by the end of the film so we rushed the hungry group to our final destination, Holy Cross Community Center. Chicken, salads, vegetables, and dessert were furnished by the Tech 300 Programmatic budget and staff. McDonalds assisted us with the punch and dispenser.

What better way was there to end and already great day than with a dance. And dance we did! Four hours of laughing, dancing, and singing were enjoyed by all. Teachers learned new steps (and taught a few to the kids!). A heated dance contest took place with the contestants vying for records and recognition.

Following the dance all students were driven to their home by staff. This insured their getting home safely and being in at a reasonable hour.

A special thanks goes to staff for their time and dedication and to students for their cooperation.

DIRECTOR'S CORNER

Bill Milliken Speaks To Staff

Two hundred Cities In Schools staff from Arlington, Attucks, Tech, 101, 45, 26, and Indy Prep got together fro the monthly all City Staff Meeting on Monday, November 6. Mr. Bill Milliken, President of Institutional Development Corporation, was the guest speaker. Bill enjoyed being in Indianapolis, talking to staff and having a chance to catch up on the progress that the Indianapolis projects have made. It was nice having Bill back in Indianapolis again.

TOURS

We have had a number of other interesting visitors this past month. I would like to thank them for their interest in Cities In Schools.

Mr. Chester Browne
New York Life

Dr. Norman Gold,
National Institute of Education

Mr. Thomas Hasket,
ACTION

Mr. Bruce McKay,
Consultant, Indiana Dept. of
Title XX Social Services

Mrs. Kathlyn Moses
Director of Urban Initiatives
Office of Education

Dr. Charles Murray,
American Institutes for
Research

Mr. Russell Pulliam,
The Indianapolis News

Mr. Paul Reinken
Indiana Bell Telephone Co.

Dr. Joseph Skerret,
Asst. to the Chancellor, N.Y.
School System

STUDENT PROGRESS

Congratulations to Family 15 (Thomas Crowdus, Facilitator) for the best grade point averages for the first six weeks. Also, congratulations to Family 11 (Paul Lacey, Facilitator) for achieving 89.8% attendance for the first six weeks. Great Job.!

I would like to welcome the following people to the Cities In Schools Program. I hope that you will find this experience rewarding and I wish you the best of luck in your new endeavor.

WELCOME, NEW STAFF MEMBERS

Paul Allen, Social Service	Tech
Ken Captain, Programmatic	Tech
Jennifer Flanagan, Program.	Tech
Elline Holland, Facilitator	Tech
Herman Humbles, Social Service	Tech
Jerry Leftwich, Programmatic	Tech
James Striby, Programmatic	Tech
Doug Stroud, Facilitator	Tech
Gale Woods, Social Service	School 26
Gale Besore, Volunteer loaned from/ Area Youth Ministry	Tech

INDIANAPOLIS NEWS ARTICLES

Many thanks to Mr. Russ Pulliam for the beautiful articles about our program that were recently in the Indianapolis News. We are attaching both articles to this newsletter, in case you missed them.

Indiana House district #45 representative, John J. Day, "talks politics" with student participants at the NESCO Congress. He spoke to the Congress on Insurance Red Lining. Pictured left to right: John Harbeson, Kathy Mathews, John Day, Sheila Simpson, and Joni Shaw. ECN Photo by Dan Phillips

Drew Bosso, the Tech 300 Trivia Champ

"Cleopatra was not an Egyptian... who pitched Roger Maris 60th home run?" If you've heard one of these mind boggling questions, chances are you've met Drew Bosso, the Tech 300 trivia fanatic. Where does a trivia fanatic fit into the CIS structure? He presides in the Senior Office, where he is currently composing plans for a Seniors' Trivia Bowl. Actually, he does more than intrigue minds with trivia questions. Drew is Senior and Special Ed. Unit Head for Plan B.

His own achievements as a student make him well qualified to guide students into academic success. He graduated 3rd in his class at Brebuff and Magna Cum Laude (8th of 778) from the College of the Holy Cross, Worchester, Mass.

He's always alert to a student's talents, by which he encourages them to develop their potential.

Prior to coming to Tech in 1975, he worked at Cathedral High School, where he was Head of the Social Studies Department, Head Baseball Coach, and Assistant Football Coach. He left the teaching field because he didn't like the predetermined structure. He came to work for CIS because, *"It offered me an opportunity to function in a flexible education system. It allows for my individual creativity. The program also offers a wide-range of means to educate youth in career opportunities."* Along those lines he helped to organize a very successful Career Day for Seniors earlier this month.

Drew was pitcher for the All American College Baseball Team and was drafted by the Boston Red Sox, but a severely broken hand ended his career. He can't pitch like he used to, so he switched to basketball, playing short guard for three local teams.

Other hobbies (activities) include all competitive sports, Midwest recruit representations for Holy Cross, Member of the St. Thomas Moore Legal Society and the Carmel Sertoma Club, and President, Brebuff Alumni Club.

Students Give Impressions of Program

Three students at School #26 were a[illegible]d to give their impressions of the Cities In Schools program.

Annette Tramell, age 13, 8th grade: "Being tutored by the Cities in Schools staff has helped me a lot in Math and Language Arts. I have been in the tutoring program at School #26 for two years. I really enjoy being tutored because I get more attention than I do in all of my classes. I get help in what I need the most help in and I like the tutors. I hope the tutoring program lasts as long as I'm here at #26 because it's a good program."

Tracee Williams, age 12, 7th grade: "The Cities In Schools program has a very good purpose. The purpose for it is to give the students more chances to do different activities such as bowling, skating, hayrides, Pacer games, plays, or eating out at unusual restaurants. It has also encouraged the children to act better and to come to school more because they know that they have to come to school everyday to go on activities. They know if they act up their name will be taken off the activity list."

Arlene Bailey, age 12, 7th grade: "The tutoring is most important because it helps me get through school. The best activity has been the hayride and the basketball game, especially when I broke Ms. Blanton's fingernails."

Main Emphasis On Educational Needs

The Attucks Prep staff consists of eight persons working predominately with those students of low academic achievement. Each person as a tutor-caseworker carries a caseload of at l[illegible] ten students that are seen each day during their class or free periods.

The caseworker's main duties are based upon the educational needs of each student and sometimes in collaboration with the students' teachers. They tutor in special areas of study, i.e., English and math, as well as counsel those students in regard to their attendance and his/her self-esteem.

Caseworkers at Attucks Prep are:

Sara Davis-	Head Educator, Specializes in Math.
Valerie Cole-	Tutor, English, Language Arts and Spanish
Jeff Campbell-	Head Programmer - Math
Derick Foree-	Programmer - Tutors the very "hard core" students
Boro Lalich-	Programmer - is on leave of absence due to an injury.
Sheryl Wise-	Social Service, Title XX representative
Cathy Ross-	Administrative Assistant - tutors in Personal Adjustment, Marriage and Family Living
Herb Henry-	Manager of the Attucks Prep program centers his concern with those students needing support in their Personal development.

Their first project-wide activity was scheduled November 1 in which a Picnic/Hayride was planned to be held at Eagle Creek Park.

More "Opportunities After High School"

The College Placement Division of the Social Service team, manned by Cathy Cryer and Johnny Jones, presented "Opportunities After High School." On Wednesday, October 25, 1978 at 2:30, in Room 859 of the Tech Media Center, Mr. Rob Brown of Lockyear College, gave a presentation on "Career Decisions." Mr. Brown gave an excellent talk on opportunity alternatives after high school. His film on the Associate Degree programs at Lockyear College had the students intensely interested. Many questions asked were adaquately answered by Mr. Brown and Mr. Jones. The film highlighted such vocations as: junior accountant, computer science programming, secretary, receptionist, medical assistant, data processing, pharmaceutical assistant and court reporting.

The students seemed to enjoy the presentation and talk by Mr. Brown and seemed to gain much knowledge and insight into job areas that heretofore were unknown. Our special thanks to Mr. Rob Brown for his consideration and time spent on the Tech campus.

SICKLE CELL HISTORY SHARED

One hundred and ninety-nine Tech 300 freshmen are all the wiser about Sickle Cell Anemia. Mr. Joe Hutchens, Ms. Lois Kennedy, and Ms. Mary Crafton, of the Indianapolis Sickle Cell Foundation Center, visited orientation classes on Wednesday, October 25. They presented a slide show and gave a brief history on the cause and effect of Sickle Cell Anemia. This program was a social service team event sponsored by nurses, Betty Norfleet and Nellie Simpson.

Newly-elected Marion County Prosecutor, Steven Goldsmith, is congratulated by CIS student Kathy Boggs at the victory celebration in the social room at the Murat. Left of Kathy is Angie Pardue, Debbie Shaw (counselor), and Kathy Mathews. Goldsmith thanked the girls for their hard work in his campaign. More than 500 high school students worked for Goldsmith on election day.

News Photo by Jim Young

CAREER EDUCATION WORKSHOP HELD

McCormick's Creek State Park, arrayed in its spectacular autumn beauty, was the site of the Career Education Workshop October 26-27. All Tech Plan A facilitators and educators joined together to participate in activities led by Dr. Jay Thompson and Dr. Joseph Hollis, both of Ball State University.

The workshop, planned by Bill Bellinger, Mary Jane McConahay, and Wayne Palmer, focused on "Pottersville" and career ed infusion. The information and sharing during the sessions was interspersed with homecooked meals served at the Lodge.

The highlight of Thursday evening was a bonfire. Cooperation was apparent when all struggled to get the fire burning. One voice in the dark was heard to comment, "Gee, when I was a kid we called this burning the trash!"

Staff's comments and suggestions indicate that these two content areas will be meeting often to make definite plans for the inception of "Pottersville".

STUDENTS ASSIMILATE JOB INTERVIEWS

Freshman students in Family 5c participated in and observed assimilated job interviews on Nov 16, 1978 during the 5th period orientation in room 309.

Having completed job applications from places where they would like to work (a class assignment), Vicky Perdue and Michael Lemon, two volunteers, were interviewed.

Mrs. Elizabeth Clark, a former employment interviewer for Wishard Memorial Hospital and presently a Cities In School's employee, interviewed the student applicants. She evaluated each person's performance with specific praise for areas of good response and specific pointers for improvement. After interviews, students were permitted a question and answer period. Mrs. Clark completed the period with points on proper completion of job applications, helpful attitudes, proper dress, and good posture.

FAMILY NIGHT WITH PROJECT PARENTS

Project 101 has started off on a good foot with a chest of various activities planned for the year. Project 101 has a staff of 13 "who possess expertise in every field," says Val Jones, Project Manager. Facilitating the four teams at 101 are Homer Harris, Robin Shields and Wanda Boynton. The Educational staff consist of Karen Sawyer, Alfreda Smith and Charles Hicks. Vicki Busic, Bill Spalding and Andrea Redford provide social services, and programmatic activities are planned by Dave Labrum, Charles Battle and Susan Aiken.

Two major events have been held thus far. A family night with project parents was held on October 10th. The purpose of the program was to introduce the staff and program goals to the parents. The evening turned out to be both informative and socially successful.

Teacher convention days were put to good use with a student/staff luncheon followed by a skating party at Melody Skating Rink. Various family activities were held the following day.

"Programmatically, we're off and running! Educationally and social service-wise, we're off to a good start, too. Out of 126 students, our overall GPA was 3.89 and our attendance averaged 85%. We have many challenges in store for us and we, the staff of Project 101, feel more than qualified to meet the challenges and strive forward to to make Project 101 the best project ever," proclaimed Val Jones with confidence.

Perfect Attenders Skate Away

At this point in the 1978-79 school year, the CIS Staff at School #26 has had several programmatic activities, scheduled by Head Programmer, Martha Knotts. Approximately 25 students and 5 staff attended the production of the "Fantastics" at Christian Theological Seminary on September 28th. A large group of students and staff went through "The Obstacle Course" at Eagle Creek Park, followed by dinner at McDonald's on October 10th. For other activities, some staff and students enjoyed pizza while watching the World Series; other staff and students toured downtown Indianapolis (Hyatt Regency, Monument Circle, City Market, and Indiana National Bank). The first six weeks' incentive reward was Friday, October 13th where approximately 106 students who had perfect attendance (or two (2) excused absences) skated for 2½ hours at Melody Skateland.

Young Journalists Emerge At School #26

A group of developing young journalists are emerging at School #26. Each month they put together a four page newsletter called the "John Hope News." Their publication includes a calendar of events, a puzzle and numerous articles covering school events.

Here are a few reprints of articles about CIS activities written by program participants.

THE CITIES IN SCHOOLS

by Tracee Williams

This article will give you some information on how the counselors working for the Cities in Schools feel about what they are doing for the children. The three people that I got information from were Mr. Nolan, Ms. Blanton and Ms. Knotts.

Mr. Nolan said, it's fun and that it is a benefit for the kids to have more activities, and to learn to do things for others as well as for themselves.

Ms. Blanton said, she enjoys it very much. Most of the kids experience new activities and see new sights. She enjoys the interaction between herself and the student. She says she gets to know them a lot better.

HAY RIDE

by Stacey White

November 2, 1978 the cities in schools will take at least 40 students on a hay ride at Eagle Creek Park. We will leave at 6:30 and come back at least by 9:30 or 10:30. When we get to Eagle Creek, we will have bonfire. While we are having that, we will roast marshmallows. Mr. Noland will sing and play his guitar.

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Plan B Disco Greatest Success Of Eight Years

"This is the largest crowd I can remember seeing at a school record hop since the reinstitution of dances in the last seven or eight years," said Mr. Robert Stockard, Vice Principal-coordinator of pupil personnel, at the Homecoming Dance October 7. Following the dance, he commended sponsors on the smoothness of the event. "There were no problems and the students were very cooperative."

The Homecoming Dance was the first all-school function to be sponsored by Plan B this year. Head programmer, Cornelius (Boggie) Snorten, was very pleased with the turn out. "We were hoping for three to four hundred and got six hundred." Snorten is attempting [illegible] hook up Plan B Staff with all interested club sponsors. The Pep Club (Cheerblock) was a natural starting point since he and Debbie Shaw are in their third year as Pep Club sponsors.

LOOKING SHARP AND "STYLING AWAY" (Photo by Loretta Coggins)

Everyone got into the act of making this venture a success. Pep Club members planned the event, manned the doors, and ran the concession stand. Posters were designed by students in Wendrel Price's Commercial Art class. Senior council members lent their support by passing out flyers. John Halliburton obtained WTLC disc jockey, Ron Butler and arranged for disco lights at a discount price. In addition to six CIS staff and their guests, five regular Tech staff and two Young Life leaders chaperoned the dance.

Success was obvious in more than monetary profits, which will help provide transportation to away games. The crowd thoroughly enjoyed themselves. A combination of a homecoming victory over Ritter and good music kept them dancing till the music stopped at midnight.

Indy Prep An Option To The Street

What happens to the student who strikes out in school? If the public school doesn't want him, if he gets out of Juvenile in the middle of the semester, if he can't handle the traditional system, where does he go? A few years ago there were few options besides the street, but now those who want another chance have Indy Prep.

The main emphasis of Indy Prep is to prepare its participants to re-enter the public school setting.

To qualify for this program, the applicant must want to be there. He must be ready to set and work toward goals, with which the staff will assist him. Parental involvement is an absolute. The parents and student both come in for the initial interview. Each must sign a disciplinary form, agreeing to the school's rules, along with Title XX and enrollment forms.

Once the student is in the program, a process is begun to identify problems and concentrate on developing problem-solving techniques. Goals are set, and from those goals they develop an individualized plan of action. No student will attempt a credit until he decides that is what he wants to do. Tutoring materials are taken from Core Curriculum or "High School On A Wall," a competency-based learning program developed by Carol Tharp-Perrin from a model used in Rockford, Ill.

Indy Prep's third year will commence soon. The school is located at Wood High School in E wing, 3rd floor. Mike Sage, project manager, feels great about this year. "We're in better shape than we've ever been. This should be our best year yet." Sage is particularly excited about plans to set up mini-business, the first of which will be a mural painting company. The business will be formed based on the "Foxfire" format and the mural painting was chosen due to exceptional success of this summer's Urban Wall project.

Programmatic activities will also be offered. Karl Hochradel, who is taking a rest from administrative strains, will be the programmer. Other staff are: Facilitator - Eddie Toombs; Educator (Social Studies) - John Loflin; and Office Manager/Youth Worker - Margaret Thomas. Other classes will be taught by IPS Day Adult teachers.

DIRECTORS' CORNER

Human Service Delivery In Schools

The primary purpose of the Cities In Schools program is to establish models of comprehensive and integrated human service delivery in schools. The program here, in Indianapolis, is in its fifth year and is the largest prototype. We are constantly trying to expand our agency involvement in order to service more students.

PARTICIPATING AGENCIES

	PUBLIC	PRIVATE
NATIONAL	Department of Labor Department of H.E.W. ACTION Department of Commerce Community Services Administration L.E.A.A. H.U.D.	Institutional Development Corp. Urban Prototypes, Inc.
STATE	Indiana State Department of Public Welfare Indiana University Medical Center - Riley Department of Public Instruction Ball State University	
LOCAL	Indianapolis Public Schools Metropolitan Employment and Training Marion County Juvenile Court Indianapolis Dept. of Parks and Recreation Community Action Against Poverty	Lilly Endowment, Inc. near Eastside Multi-Service Center Girls Club of Marion County Community Addiction Service Agency Girl Scouts, Inc. Indiana Central University Butler University Near Eastside Community Organization

POTTERSVILLE SIMULATION

Career Education Workshop Planned

Educators and Facilitators of Tech Plan A will be traveling to McCormick's Creek State Park on October 26 for a two-day workshop on Career Education.

The staff will leave Tech on Thursday morning and travel together by bus to the rustic lodge at McCormick's Creek. Following lunch, a series of work sessions will take place wherein everyone will participate in simulation training on Pottersville. Dinner will be followed by such group activities as a hayride, weiner/marshmallow roast and a "Career Ed Songfest".

On Friday, breakfast will be followed by sessions dealing with career awareness. The staff will have a late lunch and return to Tech Friday afternoon.

At this writing, the names of trainers are not available. Details of the Career Ed workshop will appear in the next issue.

Career Education will also be a focal point of the Open House to be held November 3. Each Tech 300 Family will feature Career Ed information for the parents of our students who visit the school that evening.

Century III Leaders Scholarship Program

Thirty-two Tech Seniors are currently competing for the top sp[illegible] the Century III leaders scholarship program.

The purpose of the program is to inspire America's youth to become involved in community and social issues, to assume leadership roles, and to explore their responsibilities as adults. It also wishes students to examine America's part, its problems confronted today, and the direction America is to take in the future.

The program is also seeking responsible and effective leadership techniques and methods for community action.

The exam consists of an in-depth application, describing each youth's talents and achievements, and a fifty question current events exam. The student accumulating the highest number of points will be declared the Tech winner.

From here they advance to the state, then the national finals, hoping to attain the $10,000 first prize.

The program is being administered by senior moderator Nancy Sutton and Drew Bosso, Plan B unit head.

#26 PAPER DRIVE

Extra! Extra! If you've read all about it and stacked it in the basement with the rest of the year's papers, bundle'em up and bring'em to School #26's paper drive.

This project-sponsored fund raiser is part of a year-long environmental program coordinated with the P.T.A.

The junior high students are eagerly collecting papers since proceeds go to special projects and programmatic events involving the Junior High.

Opportunities After High School

"Opportunities After High School" will be presented through a series of speakers, literature and counseling brought to Cities In Schools by the new College Placement Team. Johnny Jones and Cathy Cryer, loaned by the Near Eastside Multi-Service Center, will be conducting this program.

Their task is to provide comprehensive information on what today's high school students can look forward to after graduation. Unskilled labor is not the only alternative, says Jones. "College, trade schools - specialization in some form is eminently important."

The first in a series of semina[illegible] such opportunities will feature Mr. Rob Brown, head of admissions at Lockyear College. Mr. Brown will speak at Tech High School Wednesday, October 25, at 2:30 p.m.

Counseling Center To Provide Comprehensive Social Services

The doors to the Tech 300 Counseling Center were swung open on October 2nd with eager anticipation of a successful year. Lavern Sutton, head of Social Service, is encouraged with the quality of personnel she has to man the center.

The goal of the counseling center is to provide comprehensive services for students in need by bringing the services to the school rather than sending the student out to be serviced. With a diversified staff ranging from nurses to drug counselors to a college placement team, it is hoped that most needs can be met right here in the program.

The staff aims to provide an atmosphere of nonjudgemental listening, caring, and openness to help facilitate the growth, sharing and expression of feelings and frustrations of the young people we serve. It is a place where young people can work on and take responsibility for their problems; can work towards fulfilling their needs and gain understanding and insight into themselves and their situation.

The Counseling Center will provide many areas of counseling, including home problems, school problems, behavior problems, drug and alcohol related problems, career/college placement, health related services, job development, and relief services. The Counseling Center will also act as a liaison between the young person and the services they may need in the community from referral agencies.

We hope that staff will refer students to the Counseling Center, and encourage our students to utilize the services that have been developed for them.

The Center will be open daily from 8:15 a.m. to 2:30 p.m. The following people will be staffing the Counseling Center:

8:15-9:00	Cassandra Williams, Intaker & Attendance Officer Phyllis Bhend, Our Bodies/Ourselves
9:00-10:30	Mayme Penman, Job Development Susan Fuller, Intaker
9:45-10:30	John Fuller, Job Development
10:30-11:15	Nellie Simpson, Health Services - Nurse Betty Norfleet, Health Services - Nurse
11:35-12:20	John Jones, College Placement Gary Larson, Our Bodies/Ourselves
12:20-1:05	John Bryan, Drug Counseling
1:05-1:50	Kathy Cryer, College Placement Debbie Lampkin, Drug Counseling
1:50-2:30	David Braddock, Coordinator of Social Services Content Training & NEMSC Staff Coordinator.

Students, Staff, Parents Enjoy Circus

Over two hundred CIS students from Tech, Schools 45 and 26, forty staff and twenty parents enjoyed the October afternoon performance of the Ringling Brothers, Barnum and Bailey Circus.

Programmatic staff acquired youth discount tickets from WTLC radio station, which admitted the students for $1.00.

STAFF SPOTLIGHT

Resourcefulness Is Her Most Outstanding Attribute

"Career Education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to intergrate these values into their personal value system and to implement these values in their lives in such a way that work becomes possible, meaningful and satisfying to each individual".

Dr. Judith Samuelson

Dr. Samuelson was one of several inspiring speakers who displayed their expertise during informative workshops held for staff just prior to school opening. The speakers appeared, touched the staff with an ocean of knowledge and possible resources, then far too quickly the workshops ended and these resourceful people were on their way. All, that is, except Dr. Samuelson. Samuelson is the Director of Research and Curriculum Development for Cities In Schools.

Prior to coming here in August of '77, she was the Career Education Consultant for Indianapolis Public Schools. Ray Reed, Principal at Tech, H.S. recruited her for the program. Due to her exceptional talents he was confident she could handle the developmental projects he had in mind for Tech 300 and the IPS Career Center.

"I saw this position as an opportunity for personal growth," explained Samuelson of her move to the Cities In Schools program. Although she enjoys Career Education, she doesn't like to be limited to one area. Since coming to the program she has been able to be involved in a tremendous variety of concerns. "I'm interested in educational alternatives," she says, "...in attempts to make the institution meet the needs of the class. I see Cities In Schools attempting to meet this Objective."

"The problem," she continued, "is that schools are still operating on needs assessments made by the first generation of educators. They present this panorama of expectations and expect the second and third generations of students to fit into them. The institution tends to become fossilized and fails to change to meet the changing needs of the clintele."

While others around the country can only read her works in the national **Career Education Workshop** magazine, the Indiana **Career Digest**, or hear her speak at workshops, CIS staff have her as close as the Arsenal on Tech's campus. Resources immediately at her hand cover such things as: beliefs, unhappiness, self concept, goals, and values clarification; inner-outer directiveness; leadership, teacher and parent training effectiveness.

Resourcefulness is her most outstanding attribute. "If I don't have the information you need, I know where

(cont. to page 4)

(Samuelson cont.)

to get it." She's easily described as an auto-didact a self-teaching person who gathers tons of information and then creates a new whole. A present example of that is a course on Interpersonal Relationships she is teaching at the Free University. Using an intergrated perspective on the theories of Maslow, Fromm, Ellis, and Kaufman, she has designed activities to help participants get a personal belief systems and determine how these systems result in self-defeating or self-enhancing interpersonal relationships. A lot of the information used in the class will be presented to staff at future workshops.

Samuelson holds an M.A. in Counseling and Guidance and an Ed.D. in Education from I.U. She has taught the emotionally disturbed; the socially maladjusted in a juvenile center in a residential treatment center; all subjects 9-12 in a self-contained classroom along with regular classroom experience. Following her experience as a practitioner, she advanced into administration as a guidance counselor, career education consultant, and, currently, research and curriculum director.

"Practice, Policy, Philosophy, are the three stages of development in my educational career," says Samuelson. "I was a practitioner, now I'm moving into policy making, although I'm not impacting it like I'd like to. Eventually, as my experience allows, I'd like to impact on the philosopy." Possible means for her might be as a university professor or foundation consultant. She is reaching for the philosophy level, "because philosophers ignite the policy makers who ignite the practitioners.

She has a goal to see a change in the whole social order," the end result of which would be greater self-acceptance and acceptance of others by all.

Since coming to the program, Samuelson has developed a Youth Employment Training Program (Ceta Title III), which is operating at Tech in the career center, with a staff of four. This program, open to all IPS students through the career center, develops jobs in the public sector and private non-profit organizations related to vocational education classes for income-eligible students. She works with staff development for Tech 300 and Green Carpet and has helped with the federal evaluation. Her expectations for Career Education are high. "Career Education is getting a new shot in the arm with Public Law 95-207, which w[illegible] define Career Ed. funding. This Ca[illegible] Ed. Incentive Act will provide money on a reducing annual schedule for five years.

When time allows for personal pleasures, Judith enjoys watersports, bicycling, dancing, painting, sewing, needlework, crafts and playing the flute. She enjoys most music from classical to acid rock. Reading consumes a large portion of her life. Reading is an essential part of compiling resources and takes about half of her working hours. She also reads 10-12 hours a week for personal interest. She taught herself to speed read by moving a pencil across the page. She has an 18 year old daughter, Lori, who is a dental assistant, for a Pedodontist.

THANK YOU, PACER FAN CLUB

Orlando "Lannie" Banks, the newly designated head of Operation at Claysville, a project recreation center is shown here with several of the 100 School 45 students, teachers and Supportive Staff members that were on hand to witness the Pacers season opener. Oh yeah, they won!!!

Two hundred CIS students from Tech and School 45 enjoyed the Pacer vs. Atlanta game, October 14. The students were transported and chaperoned by program staff, regular teaching staff, and parents. The Pacers gave away 25,000 basketballs to spectators 14 and under.

Special thanks for this opportunity go to Barbara Perry of United Way for her coordination work and to the Pacer Fan Club.

COUNSELOR'S PLAN CAREER DAY

On November 7, the Tech Senior counselors will sponsor a Career Day for seniors in the Boy's gym.

Many colleges, business schools, vocational institutions, and assorted companies will visit Tech's campus.

The visitors will include the Armed Services, Lilly, Allisons, Black Curtain Theatre, Indiana Bell, etc., and other major corporations.

The goal of this Career Day is [illegible] make seniors more aware of the opportunities which exist for them after graduating from high school.

APPENDIX D

Student Career Area Choices

I. EDUCATION

A. Education

6 1) set up parent
4 2) IPS volunteer program
24 3) Peer tutoring
11 4) Peer counseling
2 5) Volunteer tutoring
39 6) Pre-school assistance
14 7) Primary assistance
43 8) Reading to younger kids (i.e., Flanner House)
15 9) Reading to adults
9 10) Service class/Tech
4 11) Curriculum development (Mini-courses)
23 12) Recruitment of kids for CIS
35 13) Teacher aides
11 14) Study skills
4 15) Academic counseling
13 16) School for blind
12 17) School for deaf
4 18) Book wagon
43 19) Speak at grade schools re: Transition to H.S. (Royce)
31 20) Plays--role playing, recreation, day care center--grade schools (Ken C.)
7 21) Assist at Noble School (Ken S.)
21 22) Classrooms aides
8 23) Skits, puppet shows, perhaps thru Drug Ed, Mythology classes
4 24) Act out fables
15 25) Story time for young kids, based on neighborhood experiences
29 26) Photography (or other student interest) to share via lectures (Murth)
21 27) education - general area of
28)
29)
30)
31)

B. Environment

22 1) Indianapolis cleanup
18 2) Block clubs
14 3) Neighborhood clubs
4 4) Services available--who, where
2 5) Needs assessment
9 6) Cleanup to meet needs
13 7) Campus beautification
8 8) Re-cycling
9 9) Humane Society
5 10) Neuter clinic
1 11) EPA
19 12) Clean CIS work areas--
Barn
Barracks
Classrooms
23 13) Clean up parks (Royce)
47 14) Car washes (Royce)
46 15) Fix up & repair houses (NESCO) (Ken C.)
17 16) Help keep Eagle Creek clean, paint (Betty)
11 17) Restoration of old homes, research, physical labor
1 18) engineering
6 19) mechanics
3 20) architects
21)
9 22) environment-general area of

II. RECREATION/CULTURE

Recreation/Culture

29 1) Give plays at elementary schools
12 2) Referee
7 3) Wheel chair, donkey basketball
11 4) Recreation with handicapped
29 5) Peace Games
20 6) Nursing home
11 7) Senior citizens
10 8) Adopt a grandparent
29 9) CIS summer recreation plan
21 10) Obstacle course (Karl, Kim)
25 11) Bike clubs--school rec programs, bike clubs
12 12) Guides--State Museum (Jerry G)
44 13) Dances, refreshments (Chip)
8 14) Assist volunteer at Eagle Creek (Ken S)
9 15) Art Museum--junior docent
17 16) Theater, IRT, Civic--apprentices
18 17) Crafts: teach kids who then teach others
34 18) Pacers - basketball
23 19) Indians - baseball
9 20) Daredevils - soccer
3 21) P.A.L. referees
6 22) C.Y.O. referees
21 23) Park & Recreation - games after school using schools or community center (Kim, Ken C.,Ken S.)
25 24) YMCA summer swimming program (Kim)
13 25) Organize basketball for grade school kids (Willie B)
23 26) Organize volleyball for grade school kids (Willie B)
6 27) Gardening
17 28) New Games (Karl)
23 29) Tours at Eagle Creek (Betty)
30)
31)
32)
33)
55 34) recreation-general area of

III. Legal

0 1) Don Welton, Probation
17 2) Juvenile laws
3 3) Tenants laws
9 4) Youth work laws
9 5) Community awareness of and thru legal services
3 6) Political campaigning
14 7) Organize a youth crime watch patrol (Royce)
24 8) Court House messenger (Betty)
1 9) lawyer aide
1 10) juvenile center aide
11)
12)
15 13) legal general area of

IV. SOCIAL SERVICE

A. Social Service

7 1) Listing of youth services
2 2) IPS assistant superintendent
6 3) Community service council
2 4) INDI
7 5) Listing of relief services available & sources: food, supplies, money
10 6) Emergency action
12 7) Senior citizens--give them services (deliver hot meals, escort service, grocery pick-up, letter writing, reading performances)
3 8) NEMSC
11 9) Churches, church summer programs (John B)
13 10) Mothers' day out (John B)
11 11) Emergency food fund (John B)
37 12) Babysitting
12 13) Run errands for Senior Citizens (Royce)
11 14) Learn fire house procedures (Ken S)
8 15) Visit older folks, convalescent homes (Ken S)
23 16) Students involved in Nursing Homes, Hospitals, Children Guardian home, VA hospital, Methodist & Wishard Hospital (Betty)
5 17) Reading & performances in hospital wards
3 18) Indy Bazaar
21 19) Day Care Centers--role plays, plays, arts & crafts
9 20) Drives, donations, books
___ 21) ___
___ 22) ___
___ 23) ___
22 24) social service - general area of
___ 25) ___

B. Employment

25 1) Listing of jobs for youth
28 2) Help find jobs for youth
11 3) Youth work laws
10 4) JA - set up business (Paul)
19 5) Service delivery for money
13 6) Hire-A-Teen--NEMSC
12 7) Youth Work office on Delaware
5 8) Existing program employment placement (Ken C)
18 9) Employment training program (Ken C)
9 10) Self-operated business (Ken C)
15 11) Clean office buildings (Julia)
21 12) Help businesses with filing, typing, telephone answering (Julia)
9 13) Indiana Barber College - learn the profession (Ken S)
15 14) Telephone repair services, operators (Betty)
35 15) Place students in on-the-job training for experience/references Betty
18 16) Humane Society workers; veterinarians; Home for Friendless Animals (Betty)
16 17) Aid in libraries: stories, helping to find books, re-shelve
7 18) NESCO carpenter service
13 19) Painting - thru Orien
___ 20) ___
___ 21) ___
___ 22) ___
40 23) employment - general area of
___ 24) ___

IV. Social Service - contd

C. Medical

27 1) Blood pressure
2 2) Pat Lay
8 3) Listing of available services
8 4) Community awareness thru People's Health Center
18 5) Well-Baby clinic (Julia)
9 6) Pre-natal care
15 7) Pass out medicine at Nursing Homes (Julia)
10 8) Lung Association
7 9) Cerebral Palsy
6 10) nursing aide
2 11) medical aide
___ 12) ___
13 13) medical aide general area of
___ 14) ___

V. ADMINISTRATION & STATE

7 1) Included in all 4 areas
7 2) Youth leaders in each area
8 3) Coordination
10 4) Leadership
13 5) Public Relations (as for CIS)
9 6) Volunteer aides in city, county, state offices
6 7) IPS
37 8) Parks & Recreation Dept.
___ 9) ___
___ 10) ___
___ 11) ___
___ 12) ___
___ 13) ___

APPENDIX E

1. RACE AND SEX BIAS CHECKLIST
2. Additional Race & Sex Equity Resource Materials list.

BIAS FREE INSTRUCTION

Bias in instructional resources and practices may be classified into six commonly observed types. You may review your instructional resources and practices with this checklist. The checklist items focus on females of all groups and males of all ethnic minorities.

1. Invisibility or omission. This form of bias is reflected in the complete or partial exclusion of females and ethnic males from representation in either the illustrations or the content of instruction. This exclusion implies that females and ethnic males have less worth than white males.

Review your instructional resources and practices for:

	Never	Seldom	Sometimes	Often	Always
a. a representative number of references to females and ethnic males.	1	2	3	4	5
b. a representative number of articles and illustrations by and about females and ethnic males.	1	2	3	4	5

2. Stereotyping. Stereotyping perpetuates false assumptions that all majority males have one set of characteristics while females and ethnics have different distinct sets of these characteristics. Stereotyping denies the diversity which exists in any group of individuals.

Review your instructional resources and practices for:

	Never	Seldom	Sometimes	Often	Always
a. portrayal of females and ethnic males in a variety of activities, occupations, and social roles.	1	2	3	4	5
b. portrayal of females and ethnic males as individuals with unique personalities	1	2	3	4	5
c. portrayal of female and ethnic male children enjoying all kinds of activities and games.	1	2	3	4	5
d. portrayal of adult females and ethnic males as autonomous individuals who are in charge of their own lives.	1	2	3	4	5

3. Fragmentation or insolation. This form of bias separates information about and illustrations of females and/or ethnic males from the body of the instruction, thereby implying that they are less important than and not an integral part of the whole. This suggests that the roles and contributions of these groups are limited to specific, isolated areas.

Review your instructional resources and practices for:

a. elimination of "after-thought" references to females and/or ethnic males.	1	2	3	4	5
b. elimination of "tokenism" in illustrations.	1	2	3	4	5

4. Linguistic bias. This form of bias is observed in the use of language which either excludes, degrades or subsumes females and/or ethnic males.

Review your instructional resources and practices for:

a. the use of language which treats all persons, including females and ethnic males, with dignity and respect.	1	2	3	4	5
b. elimination of the use of the generic "he" or "she."	1	2	3	4	5
c. the use of gender-neutral terms in reference to occupations and titles (e.g. letter carrier rather than mailman, actors not actors and actresses).	1	2	3	4	5
d. references to occupational activities not names (e.g. to assist one who is ill rather than nurse).	1	2	3	4	5
e. elimination of the use of feminine nouns to modify professional titles (e.g. lady lawyer).	1	2	3	4	5
f. elimination of traditional and/or derogatory terms (e.g. savages, natives).	1	2	3	4	5

5. Imbalance-Selectivity. This form of bias presents only one interpretation of an issue, situation or group. Such selective presentation distorts reality and ignores differing viewpoints.

Review your instructional resources and practices for:

a. portrayal of all occupations, activities and social roles as appropriate for qualified persons of both sexes and all ethnic groups.	1	2	3	4	5
b. depiction of the history, customs and culture of females and ethnic groups from their own perspective.	1	2	3	4	5
c. portrayal of female and ethnic-group heroes as persons who fought for their own groups' cause.	1	2	3	4	5
d. presentation of the achievements of females and ethnic males freely and factually.	1	2	3	4	5

6. Unreality. This form of bias results from unrealistic portrayal of adult life in the world of work, social roles and activities or the home. It presents situations either as they were in the past, as someone imagines them to be or would like them to be, rather than as they really are.

Review your instructional resources and practices for:

a. realistic portrayals of females and ethnic males as fully functioning contemporary citizens.	1	2	3	4	5
b. realistic portrayal of the full range of contemporary female and ethnic group cultures.	1	2	3	4	5
c. realistic portrayal of all persons' family roles, showing the full diversity of role relationships.	1	2	3	4	5
d. realistic portrayal of all persons including positive as well as negative characteristics.	1	2	3	4	5

e. realistic depiction of all persons engaged in the full range of occupations, activities and social roles, including those which are not traditional for their group.	1	2	3	4	5

APPENDIX E-2

RESOURCE SHEET (for additional information)*

Publishers

Lollipop Power, Inc. P. O. Box 1171 Chapel Hill, N. C. 27514	They specialize in early childhood books.
Feminist Press Box 334 SUNY Old Westbury, New York 11568	Non-sexist books, bibliographies, resource booklets, curriculum materials, etc.

Films and Slides

Odeon Films, Inc. 1619 Broadway New York, New York 10019	Producers of "Sugar and Spice," a film on non-sexist pre-school education.
Women on Words and Images P. O. Box 2163 Princeton, New Jersey 08540	They rent a slide show, "Dick and Jane As Victims," which documents sexism in children's readers. They also sell a pamphlet by the same name. Another slide show package and pamphlet combination is "Sexism in Career Education Materials." Slide show package: "Sexism in Foreign Language Textbooks." Pamphlet: "Channeling Children."

Bibliographies

Feminists on Children's Media Box 4315 Grand Central Station New York, New York 10017	They have recently updated their excellent bibliography of non-sexist children's books.
Change for Children 2588 Mission Street, Suite 226 San Francisco, Calif. 94110	In addition to an excellent bibliography of pre-school books, they have a pamphlet of curriculum ideas and a series of fine photos of women in non-traditional jobs.

Bookstores

Child's Play 226 Atlantic Avenue Brooklyn, New York 11201	One of the best collections of non-sexist children's books to be found. They sell mail order and have a catalog.
Feminist Book Mart 162-11 Ninth Avenue Whitestone, New York 11357	Another good place to send for non-sexist books.

Resource Center

Resource Center on Sex Roles in Education National Foundation for the Improvement of Education 1201 16th Street, NW Washington, DC 20036	A national center for the dissemination of information on non-sexist education (K-11).

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* From Women Action Alliance's Guide to Non-Sexist Early Childhood Education.

HUMANIZED FICTION: GIRLS WHO THINK AND ACT: BOYS WHO FEEL AND CARE

I. For young readers or read-aloud:

L. Frank Baum, The Wizard of Oz. (Reilly & Lee Co.). Dorothy leads the search for brains, heart, courage and honesty. A fantasy for feminists and humanists of all ages.

Betsy Byars, Go and Hush the Baby (Viking). Babysitting can be fun for a big brother (ages 5-8).

Astrid Lindgren, Pippi Longstocking (Viking). The escapades of an unreconstructed tomboy. (6-11)

Betty Miles and Joan Blos, Just Think! (Knopf). Mothers who work, fathers who enjoy the kids, athletic girls, a child care center...just think - reality! (4-8).

Kay Thompson, Eloise. The hilarious, not-at-all lady-like adventures of the 6-year-old who lives, for Lord's sake, in the Plaza Hotel. (5 and up).

II. For the middle grades:

Vera and Bill Cleaver, Lady Ellen Grae (Lippencott). An ingratiating tomboy resists all attempts at socialization. (9-12).

Alberta Wilson Constant, The Motoring Millers (Crowall). A young girl from a madcap family wins an auto race. (9-12).

Louise Fitzhugh, Harriet the Spy (Harper). An aspiring author spies on her neighbors and learns about herself. (8-12).

Maria Gripe, The Night Daddy (Delacorte). An eccentric young man babysits for a girl whose mother works nights. (8-12).

Sonia Levitin, Rita, The Week-end Rat (Atheneum). Cynthia overcomes her belief that girls are not as interesting as boys. (9-12).

Evelyn C. Nevin, The Extraordinary Adventures of Chee Chee McNerney (Four Winds). Mystery and excitement abound as a girl and her hunting party search for gold in Alaska. (9-11).

Scott O'Dell, Island of Blue Dolphins (Noughton). A strong Indian girl survives 18 years alone on an Island. (9-12).

Ivan Southall, Walk a Mile and Get Nowhere (Bradbury). A 15-year-old tests his manhood and finds that machismo is meaningless. (10 +).

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SELECTIONS FROM THE FIRST MS. READER, WARNER PAPERBACK LIBRARY, 1973.

APPENDIX F

Pottersville Job Site Descriptions

Youth Summer Program Site Descriptions

Urban Walls

This was the thrid year that CIS has had an Urban Walls project during the summer. Participants painted 12 large billboard-type murals in the Heart of the city and repaired many of the previously painted murals. Participants worked with the Indiana Art Commission, Indianapolis Public Schools, Naegle Outdoor Advertising Company, Conrail and the Indianapolis Parks and Recreation Department.

Eagle Creek Park

Participants worked in the largest city park in the nation in many of the same positions as park rangers on their counter parts. They assisted at the boat docks, acted as guides at the nature center for childern and assisted the rangers at the ranger stations. Participants also worked for several weeks on the Obstacle Course at the park which several of the participants had helped to develop and build last year.

Indianapolis Museum of Art

Participants were considered regular employees of the museum. They worked at jobs which were currently being done. They assisted in the registration of art objects, helped handle public relations, performed several different clerical tasks, assisted in craft classes being presented to school age childern and assisted in doing photographic slide research and cataloging of slides.

Atkins Boy Club

Participants worked in existing programs primarily with boys from their own neighborhoods. They worked in the games room and the arts and craft room. They also helped tutor young students improve their reading skills in the Boys Club Learn To Read program.

Christian Theological Seminary - Repertory Theater

Participants helped run the switchboard and did clerical tasks relating to the theater. They also did outside maintenance work at the center and worked some with the public relations program to promote the theater.

Girls Club

Participants worked at two inner city girls clubs in Indianapolis. They worked as assistants in the normally avaliable educational and recreational programs. As part of their recreational work, they helped a great deal with a day camping program held at a local outdoor park.

Indianapolis Parks and Recreation Department

Participants worked at two different inner-city parks. They helped with the regularly scheduled programs in the center which included coordinating the games room and often times running the art and crafts projects. They also helped set up and run the games and activities on the playground.

Indiana Repertory Theater

One participant worked with the very active and knowledgable public relations department. In addition to working with printing and mailings, the participant was able to come in contact with many different persons from the community.

Public Schools 26 & 45

Participants worked in four different areas at these schools. In the mornings they tutored first through sixth grade students in Math,English and Social Studies. In The afternoons participants ran a recreation program for neighborhood youth. . Participants also worked with the maintenance staff in August,helping to get the schools in shape for the start of school. In addition, several participants at School 45 helped to run a clothes closet for needy families three times each week.

Salvation Army

Participants worked at three local Salvation Army sites in the inner city. They assisted with a day care and day camp operation, helped serve lunches at a noon kitchen, did clerical tasks and worked with eligible senior citizens who needed light housekeeping tasks done. Originally there was four sites, but one was abonded when neighborhood residents became uncooperative and abusive.

The Childern Museum

Participants worked in normally scheduled programs at the museum. One was a theater assistant who was the anouncer at all the stage activities for childern. She also helped to plan and develop each presentation., And their participant worked in the resource center of the museum. The other participants worked with the special programs and childern's presentations sections. The participants at this sites were among the most excited and effective of our summer program.

Lung Association of Central Indiana

These participants worked in the stockroom and at various health fair displays. They also help to run a day camp co-sponsored by the Lung Association.

Cerebral Palsy Clinic

CIS was able to hire two youth who themselves had CP to work repairing wheelchairs and working in the files as clerks. The Clinic was very pleased to be able to have their former clinic patients work at the clinic as an example for the other patients.

College Avenue Behavior Academy

Participants at this site worked primarily with senior citizens and day-care youth. They assisted in the lunch program and in the recreation arts and crafts programs. Several participants were interested enough in this type of work to look for part-time work for themselves during the school year.

Martin Luther King Jr. Academy

Participants at this pre-school program worked as classroom aides in the regular classroom program. They especially were assigned to the recreation portion of the days activities and the physical program which helped the young students improve their gross and fine motor skills.

Citizens Ambulatory Health Care Center

Participants worked as clerks in the office, as maintenance engineer's helpers both indoors and out. Several of the participant were interested in finding out more about nursing and were able to spend much of their time as nursing attendant aides.

The Martin Center

Participants worked for this educational and health center as clerical receptionists and as building and grounds maintainence workers.

St.Bridget's Nursey and Kindergarten

Participants were able to get a first hand idea of pre-school programming. They were in charge of several childern and were able to plan their own activities. Several of the participants were either offered part-time jobs after the summer or were looking for part-time jobs because of their involvement during the summer.

Goodwill Industries

Participants rotated to all six Goodwill sites doing property maintainence and painting. They also assisted in the pick up and delivery of clothing and goods to the stores.

Crossroads Rehabilition Center

Participants did painting and building and grounds maintainence at this Rehabilition center for people with mental and physical disabilities.

Cities In Schools Office

One participant help the office staff to keep the offices well cleaned and in good order.

APPENDIX G

Pottersville Journal Exerpts

SUMMER YOUTH PROGRAM

NAME Sheila Ann Stinnett SITE The Children's Museum

IMMEDIATE SUPERVISOR Mr. Gilbert Taylor

DATE	NARRATIVE
June 26	When I first came in I felt kind of lost because the man at information desk did'nt seem to know about any workers from cities in schools joining the staff today. After waiting a few minutes, the man that was to be my boss came in. He gave the other new workers and myself a short tour of the building, he described our duties and soon he had us working. I spent the rest of the day preparing brochures to be mailed to people that were on the museum's mailing list.
June 27	Today another worker and I prepared brochures in small bundles by the zip codes and made sure they were stamped to be mailed. I spent the day mostly working with brochures and address labels.
June 28	Today I had to add an extremely large number of people onto the mailing list and I also had to send a number of brochures to different organizations and churches. I never even thought that the museum would ever be as complex as it is.
June 29	Today I had to combine two file drawers of address cards and make sure that there were'nt any duplications of the cards. The job seemed awfully boring but I attacked it with full force because I knew it had to be done.
June 30	Today I had to make sure that there was an address card for every address label we had. I could'nt possibly get this job done in one day and I believe it will take three or even more. At 1:30 I had to attend a storytelling meeting because one of my jobs this summer may well be telling stories to children. Despite some of the boring office work, I really do enjoy working at the Childrens Museum.
July 3	Today I continued checking the card file to make sure there was a card for every label that has the address of people on the museums mailing list.
July 5	Today I continued my checking the card file to make sure there was a label for every card. Mr. Taylor told me I would have to start looking for books in the library to read children in my storytelling session.

NAME Sheila Ann Stinnett SITE The Children's Museum

IMMEDIATE SUPERVISOR: Mr. Gilbert Taylor

DATE	NARRATIVE
July 6	Today I finally finished checking the card file. This job took a long while to finish but I finally achieved my goal, to finish.
July 7	I spent going through a number of books, reading stories that were interesting to tell my group. The storytelling that I am do is part of the Readmore Read-Arama, a program that is to be at the museum.
July 10	Today I continued searching in books for interesting stories to t tell my group for the program to be held. I found out that a lot of stories that are told to children are very somewhat far fetched.
July 11	Today I continued my search for interesting stories to tell to children and I went over one with Mr. Taylor. We also took some children on a fieldtrip to th Medical Group just up the street. It was real interesting, the people there [illegible] showed how tests and X-rays are done to people. They even did an Electrocardiogram on one of the boys.
July 12	Today I spent the first half of the day trying to find more interesting stories to tell at my storytelling session. The last half of the day we all spent preparing for the Readmore Read-Arama program that is to be held tomorrow.
July 13	I think today is the first day that I have worked that was filled to the hit wits work to be done. The Bead _A6 Rama program went fairly well even though the downpour of rain stopped a lot of people from coming.
July 14	I started again, finding and searching for good stories to tell and I had to do various office tasks to go along with that. Today wasn't very eventfull but it is kind nice just being at the museum.
July17	I thought I had completed adding people to the mailing list but today I was proven wrong. I spent most of the day adding.people on to the mailing list along with various other office duties.
July 18	Today I again worked on the mailing list along with other office duties. We also took a bunch of kids to a Insurance company on a feildtrip to learn about it, it was very informing and interestin ng.
July 19	I again continued to work onthe mailing list and there were also be time that I would take out to look for stories that I could read.

NAME Sheila Ann Stinnett SITE The Children's Museum

IMMEDIATE SUPERVISOR Mr. Gilbert Taylor

DATE	NARRATIVE
July 20	Today I felt kind of excited to be comming to work. I felt as though nothing could go wrong and my hunch was right. I did my filing, answered the phone, took messages, and did a variety of other things.
July 21	Could'nt make it to work for personal reasons.
July 24	Today I worked on the mailing list, took phone calls, messages, did some filing, and kept the office in order while everyone else was out.
July 25	Today I continued adding people to the mailing list, did some more filing, made a list of the kids that were going on the trip this friday that the museum was planning. We all took a group p of kids to a local business to learn how it operates, it was called Willards World of Wheels, It was very interesting.
July 26	Tomorrow is the big day for the fieldtrip so today all we really did was to prepare for tomorrows events, including my storytelling session. I had to make sure I had all the materials I needed.
July 27	First of all there was my storytelling session, and that went very well. I think I held my audience pretty well and they seem to enjoy themselves and so did I. The fieldtrip went very well also, the kids seem to really enjoy it. We went to the Children8's Museum in Muncie, Ind..
July 28	This morning we started off by putting away materials that were used for my storytelling session and also for the fieldtrip. I did some filing, ordered some more supplies, took phone calls, messages, and did a little accounting.

NAME: Debra Murphy School #26

IMMEDIATE SUPERVISOR: Susan Disbrow

DATE	NARRATIVE
7-2-79A.m.	This morning I help my group read and I done reports with my ~~second~~ first class
7-2-79p.m.	I played Basketball and Dodgeball today. ~~today~~ I found out that this certain person went in my desk without asking me, before going in it.
7-3-79am	This morning I finish the reports with my first class and in my second class we read books and done flash cards.
7-3-79p.m.	I stayed In the room and took messages while the others took the children swimming. the staff gave me a nice comment, and they also told me that Mrs. Cantrell gave me a nice comment.
7-5-79Am	This morning I finish up book reports and draw Pictures with my second class.
7-5-79pm	Today we are taking the children skating at Melody Skateland.
7-6-79a.m.	This morning I worked with worksheets with my first peiod class and in my second class we did reports.
7-6-79p.m.	I played bascball and me, Barbara got into an argument with the New boy, and Karl, and fred because when we got back from lunch they were in her shooting duce. And we was starting to tell them that they shouldn't be doing that in the school, and they got mad. We had a meeting and discuss our problems that we had.

Debra Murphy #26.
Susan Disbrow

6/25 A.M. We talked over things we should know, before we went over to school #26.

6/25 p.m. We talked over things we should know about the school, and went over our red booklets.

6/26 A.M. This morning we pass out flyers in the neighborhood, so there will be lots of children to come to #26. for Afternoon fun and games

6/26 p.m. We played Volleyball and Dodgeball with the children in the gym.

6/27 A.M. This morning in my first Reading class I tutoring a first grade little boy and in my second Reading class I had a group of children reading books.

6/27 p.m. WE took the children over to ~~Martin Luter King Jr.~~ Dougls park for swimming and brought them back to school.

6/28 A.M. This morning in my 1st class I had a group that read their reading books and Done their workbooks and my 2nd class group I help them with some reading that they didn't understand.

6/28 p.m. We played Volleyball and Scaper ball with the Afternoon children.

6/29 A.M. This morning I interduce Regina to Mrs. Cantrell and we done book reports with the 1st class and in my second class we read storys and let them read a book.

6/29 p.m. We played with clay with some of the children and made things.

NAME: Debra Murphy SITE: School # 26

IMMEDIATE SUPERVISOR: Susan Disbrow

DATE	NARRATIVE
7/9/79 am	This morning I let my first group read to me, and in my second group I finish reports with them.
7/9/79.	We went over to Tech to take ~~Pic~~ I.D Pictures.
7/10/79 AM	I gave worksheets to my first group, and had a Problem with one of my student named Jennie Churchwell and in my second group I finish reports with them.
7/10/79 pm	~~Some of the people went swimming and some of them stayed, I stayed here~~, I played with the children, with some clay and made my name and they did the same.
7/11/79 Am	I gave the first group of my class a test in their workbook and in my second group they finish reports, and then me and Regina took them to lunch.
7/11/79 pm	We had a meeting on ~~our attitudes~~ how we feel as a group and the way we get along. and played Kickball.
7/12/79 AM	Today I let my first group read to me, and do their workbooks, and in my second group we are finishing reports
7/12/79 pm	Today we are taking the children Bowling out to Twin Aire. And I had a group by myself.

APPENDIX H

Sample Summer Program Training Materials

INTRODUCTION---------------------------------Glenda Stewart

UTILIZING WANT ADS---------------------------Sara Davis

MOVIE--"Choosing a job"

APPLICATION---------------------------------- C. Snorton

MOVIE--"Filling out applications"

INTERVIEWS-----------------------------------Sara Davis

AGENDA

INTRODUCTION: GLENDA

A-1 Evaluate your skills or experiencies that you have and apply for positions you are qualified for. Don't waste your or the company time.
  2 List three good things about yourself that will help you in getting a job.

B - RESOURCES AVAILABLE TO YOU
  1 Friends, relativies and neighbors
  2 Neighborhood business
  3 Community social services
  4 Private, state and Federal employment placement services
  5 Newspaper (New business openings and want ads.)

UTILIZING THE WANT ADS: SARA
A-1 Worksheet
  2 Newspaper

MOVIE: " CHOOSING A JOB"

APPLICATION: BOOGIE
A-1 Oral explaination on filling out an application, definition of terms used on an application and why all information is asked for.
  2 Participants fill out employment application.
  3 Application comparison (three)
  4 Quiz

MOVIE: " APPLYING FOR A JOB"

INTERVIEW: SARA
1. Role play (Glenda and Susan)
2. Participant interviews and interview reports.
3. Interview hints
4. Reasons why prospective employees fail in the interview.

INTERVIEWING HINTS

1.) Go to the interview alone.

2.) Arrive at least 10 minutes early.

3.) Dispsose of chewing gum and lighted cigarettes before entering the interviewer's office.

4.) Don't get annoyed or restless while waiting.

5.) While waiting in the outer office, watch what goes on around you. Read company literature.

6.) Smile and give your name distinctly when greeting the interviewer.

7.) Do not expect the interviewer to rise when you enter the room.

8.) Don't sit down until asked.

9.) When seated, try to sit comfortably and erect.

10.) Let the enterviewer take the initiative.

11.) Look directly at the interviewer when talking.

12.) Avoid using slang expressions.

13.) Never criticize others, including your former employer, even if justified.

14.) Never beg for a job or be boastful.

15.) Do not contradict the interviewer.

16.) Don't discuss personal problems.

17.) Don't use generalities when answering questions.

18.) Do not exaggerate previous position or their salaries.

19.) Be able to relate your qualifications and experiences readily. If you have never worked before, relate or volunteer extracurricular and part-time experience.

20.) Stress your strong points.

21.) Answer questions in full rather than merely nodding or saying "yes or "no"

22.) Do not distract from the conversation by fidgeting with your handkerchief, purse, keys, or other objects, and refrain from nervous mannerisms, such as wringing your hands or flexing your fingers.

23.) Do not touch anything on the interviewers desk.

24.) Don't smoke unless given permission to do so.

25.) Indicate preference as to fobs desired. Never say, " "I'll take anything."

26.) Show interest in the job for which you are applying.

27.) Volunteer any important information which you feel is being overlooked or minimized to your disadvantage.

28.) Leave promptly when the interviewer indicates the interview has ended.

29.) Express appreciation for the interview. If you don't get the job, even if you get no encouragement, smile and be a good sport.

30.) When leaving, **thank** the person in the front office who introduced you.

REASONS WHY PROSPECTIVE EMPLOYEES FAIL IN THE INTERVIEW

1.) Poor personal appearance.
2.) Overbearing-overaggressive- conceited "superiority complex" - "know-it-all."
[illegible]) Inability to express oneself clearly - poor voice, diction, grammar.
[illegible]) Lack of planning for career - no purpose and goals.
5.) Lack of interest and inthusiasm - passive, indifferent.
6.) Lack of confidence and poise - nervousness - ill-at-ease.
7.) Failure to participate in activities.
8.) Overemphasis on money - interest only in best dollar offer.
9.) Poor scholastic record - just got by.
10.) Unwilling to start at the bottom - expects too much too soon.
11.) Make excuses - evasiveness - hedges on unfavorable factors in record.
12.) Lack of tact.
13.) Lack of courtesy - ill mannered.
14.) Lack of maturity.
15.) Condemnation of past employers.
16.) Lack of social understanding.
17.) Marked dislike for school work.
18.) Lack of vitality.
19.) Fails to look interviewer in the eye.
20.) Limp, fishy hand-shake.
21.) Indecision.
22.) Loafs during vacations - lakeside pleasures.
23.) Unhappy married life.
24.) Friction with parents.
25.) Sloppy application blank.
26.) Merely shopping around.
27.) Wants job only for short time.
[illegible]) Little sense of humor.
[illegible]) Lack of knowledge of field of specialization.
30.) Parents make decision for him.
31.) No interest in company or in industry.
32.) Emphasis on whom he knows.
33.) Unwillingness to go where we send him.
34.) Cynical

35.) Low moral standards.
36.) Lazy
37.) Intolerant - strong prejudices.
38.) Narrow interests.
39.) Spends much time in movies.
40.) Poor handling of personal finances.
41.) No interest in community activities.
42.) Inability to take criticism.
43.) Lack of appreciation of the value of experience.
44.) Radical ideas.
45.) Late to interview without good reason.
46.) Never heard of company.
47.) Failure to express appreciation for interviewer's time.
48.) Asks no questions about job.
49.) High-pressure type.
50.) Indefinite response to questions.

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g, record keeping and as well as meeting vendor representatives are clerical in nature so purchasing experience is NOT required. Prefer dependable career-minded person who likes to be busy performing a variety of duties.

Working hours are 8 AM to 5 PM, Monday thru Friday. Excellent Company benefits.

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An Indianapolis Star route is av the Fairgrounds and 38th Street. This is orning delivery of 1½ hours and 2 hours on Sunday. Earnings are in excess of $250.00 per month. Person selected for this route must have dependable car and cash bond.

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[illegible]

FULL TIME

RX [illegible]
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CHAPEL HILL
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PART TIME

MID-CITY
NORGATE

Hook Drugs, Inc.

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We are now accepting applications
To fill 200 positions in the following areas:

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EOE M/F

WANT ADS WORK SHEET

NAME________________ ______________ DATE________________

1.) What is the position? ________________________________

2.) Is the position full or part time? ________________________________

3.) IS experience required?______________ What kind?________________________

4.) Where is the position located?________________________________

5.) Are special skills required?____________ What Kind? ________________

6.) Where and when do you call for an interview?________________________

____

7.) Are there any fringe benefits?________________________________

8.) Is it salary or hourly pay?________________________________

9.) Is public transportation available to the job?________________________

10.) What are the hours?________________________________

Does the position require a college, high school or grade school degree?________

Which?____________________

1.) Could you qualify for the job?________________________________

2.) What would you have to do to qualify?________________________________

____

____

____

3.) Find an ad that you would qualify for and write the answers to the questions above.

11 ____________________ 6.____________________

2. ____________________ 7.____________________

3. ____________________ 8.____________________

4. ____________________ 9.____________________

5. ____________________ 10.____________________

APPLICATION FORM (1)

Please print name and address.

1. Name ______________________ 2. Date __________

3. Present Address ______________________ ______ ______________
Street and Number City State Zip Code Area Code Telephone Number

4. Birthdate ________ 5. Age ________ 6. Sex: M F 7. Height ________ 8. Weight ________

9. U.S. Citizen ______ Yes ______ No 10. Social Security No. ______ ____ ______

11. Health ______ excellent ______ good ______ fair ______ poor 12. Marital Status ______ single ______ married ______ divorced ______ separated ______ widowed

13. Spouse's Name ______________________ 14. No. of Children ________ 15. Ages ________

16. No. of Dependents (including self) ________ 17. Have you served in the military? ____ Yes ____ No

18. EDUCATION: List most recent school first.

Name of School	Address	From	To	Last Grade Completed

19. WORK EXPERIENCE: List most recent employment first

Employer	Address	From	To	Reason for Leaving

20. EMPLOYMENT REFERENCES: List most recent employer first.

Name of Supervisor	Employer	Phone

21. PERSONAL REFERENCES: Do Not List Relatives or Employers.

Name	Address

All of my statements on this application may be investigated, and my giving false information or withholding information may be cause for discharge.
I have read and fully understand the above statement.

Signature ______________________ Date

APPLICATION FORM (1)
VOCABULARY WORDS

Place the letter which shows the correct definition for each word in the blank before that word.

______ 1. application

______ 2. citizen

______ 3. dependents

______ 4. discharge

______ 5. divorced

______ 6. employment

______ 7. excellent

______ 8. experience

______ 9. height

______ 10. information

______ 11. investigated

______ 12. location

______ 13. marital

______ 14. recent

______ 15. references

______ 16. relatives

______ 17. signature

______ 18. social security

______ 19. statements

______ 20. status

______ 21. supervisor

______ 22. weight

______ 23. zip code

a. Searched into by inquiry and study of facts.

b. Of or relating to a marriage.

c. Extremely good; first class.

d. One who oversees and directs.

e. Of the present time or time just passed.

f. The name of a person written in his own handwriting; an autograph.

g. The amount that a person or thing weighs.

h. Those persons who rely on someone else for support; as, a dependent relative.

i. A form used in making a request.

j. To dismiss from service.

k. Persons connected with another by blood or marriage.

l. Things that are stated or reported.

m. The condition of being employed; holding a paying job.

n. Having completely and legally broken up a marriage.

o. A person who, by birth or naturalization, owes allegiance to a government and is entitled to protection by it.

p. Facts or knowledge presented.

q. A situation; a place; especially a locality of a building, as a residence or store.

r. The measure of an object from its base to top.

s. Persons of whom questions can be asked about the character or ability of another person.

t. The amount and kind of work a person has done.

u. The numbers at the end of an address which show the area where that address is found.

v. Benefits received under an old-age pension system insuring an income to many classes of citizens.

w. Condition, situation, standing.

INTERVIEW REPORT

Name of Applicant ______________________________ Interview Date ______________

Report your interview impressions by checking the one most appropriate blank in each category. Use space for comments to explain, if needed.

APPEARANCE:

____	____	____	____	____
Very untidy; inappropriately dressed	Somewhat careless about personal appearance	Satisfactory personal appearance	Appropriately dressed; better than average appearance	Unusually well groomed and appropriately dressed. Very neat.

Comments: ____

____

CONFIDENCE AND POISE:

____	____	____	____	____
Nervous, shy, retiring; ill at ease or aloof and arrogant	Somewhat tense, submissive argumentive	Average poise and confidence	Self-assured, at ease; seems quite confident	Extremely well-composed; inspires confidence in others

Comments: ____

____

ALERTNESS:

____	____	____	____	____
Inattentive; slow to grasp ideas	Understands ideas; but contributes little to discussion	Fairly attentive; expresses own thoughts	Quickly responds; asks appropriate questions	Unusually quick in understanding and responding

Comments: ____

____

COMMUNCATION: (Voice, diction, grammar)

____	____	____	____	____
Talks little; poor expression	Has difficulty in expressing ideas	Average fluency and expression	Talks well and to the point	Excellent expression; fluent and forceful

Comments: ____

____

COMMUNICATION: [illegible] completeness, organization)

_____	_____	_____	_____	_____
Unclear, illogical; speaks without thinking	Focuses on unimportant matters; uses unclear expression	Expresses thoughts clearly and with meaning	Develops and expresses ideas logically	Unusually good expression; ideas complete and meaningful

Comments: ______________________________

____

MOTIVATION:

_____	_____	_____	_____	_____
No drive; limited ambition)	Little interest in development; complacent	Ambition average; reasonable desire to work	Definite future goals; desire to grow and succeed	Ambitions high; future well planned

Comments: ______________________________

____

PERSONALITY:

_____	_____	_____	_____	_____
Cool; appears distant and aloof	Fairly friendly	Warm, friendly	Very friendly and outgoing	Extremely warm and out-going

Comments: ______________________________

____

OVERALL:

_____	_____	_____	_____	_____
Definitely unsatisfactory for this job	Questionable for this job	Satisfactory for this job	Desirable for this job	Excellent for this job

Comments: ______________________________

____

APPENDIX I

Georgia Criterion Referenced Test
Career Development

Career Development Objectives

The following objectives are those which were specifically addressed when your students took the Georgia Criterion- Referenced Test. When your students take the post-test in the Spring, comparisons will be made between the two tests and the varying results. Conclusions will then be drawn which will be directly used in our Career Education evaluation. In order to do a first-rate job of infusing Career Education into the Cities in Schools curriculum, we felt that it was important for you to be extremely cognizant of its evaluated objectives. Also shown are the specific questions in the test which addressed each objective.

Objective	Description
	SELF UNDERSTANDING
1.	Can identify characteristics of self-confidence which may insure success or failure.
4.	Recognizes how self-confidence influences personal goals.
5.	Recognizes that certain things about a person can change and that such changes can affect what that person does in school or on the job.
	EDUCATION
10.	Recognizes that there is a wider variety of educational and occupational opportunities for those who complete high school and advanced specialized training than there is for those who do not complete high school or who lack training in skills.
11.	Demonstrates knowledge of skills that are important in obtaining a job.
12.	Recognizes that a person is influenced in some manner by every school subject one encounters and has some knowledge of how school work can be used in everyday life, including a job.
	WORK AND OCCUPATIONS
14.	Recognizes some of the ways certain occupations and skills become more or less in demand or are created by changes in the world around us.

Objective	Description
	WORK AND OCCURPATIONS (continued)
15.	Recognizes that within an occupational area(cluster), there are a wide variety of career choices.
	DECISION MAKING
18.	Recognizes what a person's present decision has to do with reaching one's long-range goal.
19.	Recognizes how a person's friends can influence one's personal decisions.

Item to Objective Correspondence Table

Objective Number	Career Development Item Numbers
1	37,38,39,40,41,42
4	31,32,33,34,35,36
5	1,2,3,4,5,6
10	43,44,45,46,47,48
11	13,14,15,16,17,18
12	7,8,9,10,11,12
14	49,50,51,52,53,54
15	55,56,57,58,59,60
18	25,26,27,28,29,30
19	19,20,21,22,23,24

APPENDIX J

Project Business
Opinion Surveys

PROJECT™ BUSINESS

Business Opinion Survey

PROJECT™ BUSINESS

First Semester

HOW TO COMPLETE THE SURVEY

Use the answer sheet for your responses and complete all identifying questions. The questions are lettered, A through Q. Please choose **ONE** answer for each question . On the line of the answer sheet corresponding to the question letter, use a soft lead pencil to completely blacken the answer number. For example, to make response 3 to a question:

D. | 1 | 2 | ● | 4 | 5 | 6 | 7 |

Once the multiple choice questions are completed, please turn your answer sheet over and answer the opinion essay questions. Use the space provided under each question for your answer.

Identify Yourself:

A. Are you:
1. Male
2. Female

B. Current grade in school . . .
1. 8th
2. 9th
3. Other

C. Have you ever taken a class on how a business operates?
1. Yes
2. No

D. Have you ever had a job that paid you any money?
1. Yes
2. No

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What is Your Opinion:

E. Are you planning to attend any kind of schooling after you graduate from high school?
1. Yes
2. No
3. I have made no plans.

F. Do you think other students should have Project Business?
1. Yes
2. No
3. I am just beginning the class.

G. How would you rate Project Business as a learning experience?
1. Very good, I learned a lot.
2. Good, I learned some new things.
3. Poor, I learned very little.
4. I am just beginning the class.

H. Business is . . .
1. Very good – needs little change.
2. More good than bad.
3. As many good features as bad.
4. More bad than good.
5. Very bad – major changes are needed.

How Much Do You Know:

only
ONE
is
right

I. The study of Production, Distribution, and Consumption is:
1. Economics
2. Regulation
3. Consumption
4. Collective Bargaining

J. When we go to a restaurant, we are given a glass of water at no charge. On an isolated desert, we may pay $2.00 for a glass of water. This is due to:
1. Temperature
2. Supply and Demand
3. The sand
4. Regulation

K. The one **most important** result of competition in business is to:
1. Help business stay open.
2. Stop monopolies.
3. Keep prices low.
4. I do not understand the question.

L. Money taken from business and individuals to pay government expenses is called:
1. Capital
2. Taxes
3. Gross National Product
4. I do not understand the question.

M. Money left over after the costs of running a business have been paid is called:
1. Stock
2. Taxes
3. Profits
4. Capital

N. Which **best** describes the American Economy?
1. Socialism
2. Private Enterprise
3. Total government control

O. A stockholder is a person who:
1. Owns a part of a corporation.
2. Is in charge of inventory control.
3. Works for a corporation.
4. I do not understand the question.

P. The real backing for the United States dollar is:
1. Gold and silver held by the United States Treasury.
2. The International Monetary Fund.
3. The willingness of people to accept it as payment.
4. I do not understand the question.

Q. Companies average a profit of:
1. Less than 10%.
2. 10% to 25%.
3. 25% to 50%.
4. Over 50%.

PROJECT™ BUSINESS
A DIVISION OF JUNIOR ACHIEVEMENT INC.

BUSINESS OPINION SURVEY

Second Semester

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PROJECT™ BUSINESS

HOW TO COMPLETE THE SURVEY

Use the answer sheet for your responses and complete all identifying questions. The questions are lettered, A through Q. Please choose ONE answer for each question. On the line of the answer sheet corresponding to the question letter, use a soft lead pencil to completely blacken the answer number. For example, to make response **2** to a question:

1	■	3	4	5

Once the multiple choice questions are completed, please turn your answer sheet over and answer the opinion essay questions. Use the space provided under each question for your answer.

Identify Yourself:

A. Are you:
1. Male
2. Female

. Current grade in school...
1. 8th
2. 9th
3. Other

C. Have you ever taken a class on how a business operates?
1. Yes
2. No

D. Have you ever had a job that paid you any money?
1. Yes
2. No

F. Do you think other students should have PROJECT BUSINESS?
1. Yes
2. No
3. I am just beginning the class.

G. How would you rate PROJECT BUSINESS as a learning experience?
1. Very good, I learned a lot.
2. Good, I learned some new things.
3. Poor, I learned very little.
4. I am just beginning the class.

What is Your Opinion:

. Are you planning to attend any kind of schooling after you graduate from high school?
1. Yes
2. No
3. I have made no plans.

H. Business is...
1. Very good - needs little change.
2. More good than bad.
3. As many good features as bad.
4. More bad than good.
5. Very bad - major changes are needed.

How Much Do You Know:

I. The study of Production, Distribution, and Consumption is:
1. Economics
2. Regulation
3. Consumption
4. Collective Bargaining

J. When we go to a restaurant, we are given a glass of water at no charge. On an isolated desert, we may pay $2.00 for a glass of water. This is due to:
1. Temperature
2. Supply and Demand
3. The sand
4. Regulation

K. The one most important result of competition in business is to:
1. Help business stay open.
2. Stop monopolies.
3. Keep prices low.
4. I do not understand the question.

L. Money taken from business and individuals to pay government expenses is called:
1. Capital
2. Taxes
3. Gross National Product
4. I do not understand the question.

M. Money left over after the costs of running a business have been paid is called:
1. Stock
2. Taxes
3. Profits
4. Capital

N. Which best describes the American Economy?
1. Socialism
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3. Total Government control

O. A stockholder is a person who:
1. Owns a part of a corporation.
2. Is in charge of inventory control.
3. Works for a corporation.
4. I do not understand the question.

P. The real backing for the United States dollar is:
1. Gold and silver held by the United States Treasury.
2. The International Monetary Fund.
3. The willingness of people to accept it as payment.
4. I do not understand the question.

Q. Companies average a profit of:
1. Less than 10%
2. 10% to 25%
3. 25% to 50%
4. Over 50%

R. Net profit is best explained as:
1. The markup on a product
2. The difference between sales income and the costs of operating a business.
3. The difference between the material cost only and the selling price of a product.
4. I do not understand the question.

S. If a company manufactured more blue jeans in May than in April, without adding employees, the company increased its:
1. Overhead
2. Price
3. Productivity
4. I do not understand the question.

T. A form of business where 2 or more people agree to share the profits and risk.
1. Proprietorship
2. Partnership
3. Stockholder

U. A general rise in prices, and a decline in the value of money.
1. Inflation
2. Recession
3. Depression

V. Amount paid for the use of money.
1. Income tax
2. Gross Profit
3. Interest

W. Interest paid by a bank or financial institution:
1. The amount in a savings account at the end of the month.
2. The amount in the savings account at the end of the year.
3. The amount paid to individuals who save at that bank or institution.
4. I do not understand the question.

APPENDIX K

CIS Staff Self-Reporting Questionnaire

CIS STAFF SELF REPORTING QUESTIONNAIRE

(Please rate yourself where you were prior to August in-service. We will do two more ratings during the year to determine effectiveness of Career Education activities in helping us infuse and expand upon this concept in our classrooms).

	CHECK APPROPRIATE (RATING) BOX				
	1 Little or None	2 Some	3 Adequate	4 Better than Average	5 A lot or Excellent
1. My general knowledge of the formal concept "Career Education"					
2. My ability to provide students, parents, etc. with general information about Career Education, the CIS Program Pottersville.					
3. The degree to which I am providing students with assistance in Career development.					
4. My ability to infuse career education training with academic knowledge & skills.					
5. My utilization of community resources and Education opportunities in infusing Career Education.					
6. My utilization of education and training facilities and staff existing in Junior P.S. in infusing Career Education.					
7. My classroom/extra curricular infusion as related to the "real would" our kids will face.					
8. Degree to which I am individualizing my program to meet students' needs.					
9. Degree of importance I feel Career Education as a concept has in CIS.					